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ABSTRACT

Project PRICE (Programing Retarded in Career Education) is a three year project funded by the USOE's Bureau of Education for the Handicapped. The overall goal of Project PRICE is to develop a methodology by which school systems can educate school personnel, communities and families to provide more relevant career education instruction and supportive services to educable retarded students. The purpose of this particular study is to report the results of the Needs Assessment Study conducted in the six cooperating school districts during the first project year. The study sought to ascertain the major competencies needed by educable retarded students, personnel most appropriate to teach them, integration barriers, materials needed, inservice training needs, and special educator assistance needed by school personnel. Limitations and implications of the study are suggested. (KS)

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Project PRICE

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Working Paper No. 7

June 1976

PRICE NEEDS ASSESSMENT STUDY

WORKING PAPER NO. 7

by

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June 1976

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William Hillman, Project Officer
Bureau of Education for the Handicapped

P R E F A C E

Project PRICE (Programming Retarded In Career Education) is a three-year project funded by the U.S.O.E.'s Bureau of Education for the Handicapped. The project culminated its second year May 31, 1976, by completing a series of six field-testing inservice training programs in each of six Midwestern public school districts. During the final project year we will field-test a revised inservice training workshop model and materials in several new school districts located throughout the United States.

The overall goal of Project PRICE is to develop a methodology by which school systems can educate school personnel, communities, and families to provide more relevant career education instruction and supportive services to educable retarded students. Although originally intended as a K-12 project, we have concentrated our efforts primarily on the 7-12 level student upon the advice of our National Advisory Committee. The project has three major goals:

(1) To develop an inservice/staff development training model to educate regular and special education personnel to provide effective career education services to educable retarded students;

(2) To identify and/or develop appropriate techniques, training materials, and experiences to prepare school personnel to work more effectively with educable retarded students within a career education context;

(3) To complete and disseminate the resulting inservice/staff development training program that can be utilized throughout the United States by school systems desiring to adopt the career education approach.

This is the seventh working paper to be written and disseminated to professional workers interested in re-directing services and infusing change into educational programs for educable mentally retarded and other students. This paper reports the results of our Needs Assessment Study conducted in the six cooperating school districts the first project year. The purpose of the study was to ascertain the major competencies needed by educable retarded students, personnel most appropriate to teach them, integration barriers, materials needed, inservice training needs, and

special educator assistance needed by school personnel. We hope the results of this study will be helpful to school districts and training programs/projects interested in competency-based instruction and in involving various school personnel, community agencies, business and industry workers, and the family in the career education of handicapped students.

We convey our appreciation to the hard working cadre of Trainers and workshop participants from the six school districts who assisted us in developing the inservice training program this past year. We are particularly indebted to the Local Education Advisors from each school district who arranged and coordinated all the details of the workshops and provided continual input to the project staff: Mary Alexander, Flat River, Mo.; Ernie Anderson and Jim Biermann, Milwaukee, Wisconsin; John Flynn, Minneapolis, Minnesota; Lu Kiser, Ames, Iowa; Robert Stinson and Herman Cline, Olathe, Kansas; and Gordon Warren, Montgomery City, Mo. We are especially indebted to our sponsoring agency, the Bureau of Education for the Handicapped, particularly William A. Hillman, Jr. who has given us continual support and encouragement.

During the final project year, our staff will be engaged in re-writing the Trainer's Manual, several guides and training materials, conducting a Trainer's Workshop for new cooperating schools, evaluating workshop effectiveness, preparing our materials for dissemination, and many other activities. A list of the expected components of our final inservice training package is presented in the Epilogue.

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Project Director

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Cooperating Schools

Ames, Iowa, Public Schools
Milwaukee Public Schools
Minneapolis Public Schools
Montgomery County (MO) RII
Olathe, Kansas, Public Schools
St. Francois County (MO) RIII

I.

INTRODUCTION

Career education is finally coming of age in the United States. The Education Amendments of 1974 established in the U.S. Office of Education an Office of Career Education to work with other U.S.O.E. Bureaus and related agencies. A National Advisory Committee on Career Education has been established to evaluate the status of career education and to make recommendations to Congress. The 1974 Amendments have also authorized up to fifteen million dollars per year to evaluate and demonstrate the efficacy of career education.

The U.S.O.E.'s Bureau of Education for the Handicapped (BEH) has also demonstrated its support of the career education movement by designating this area as one of their major priorities in the education of handicapped students. The Bureau has encouraged exemplary projects to develop and demonstrate effective models of career education for these students and sponsored or co-sponsored several national conferences on the subject, e.g., the Topical Conference at New Orleans (1973) and the Research Needs Conference at Princeton (1975) are notable examples. BEH has also issued several publications such as Selected Career Education Programs for the Handicapped (1975) and others.

The Council for Exceptional Children (CEC) has also demonstrated its support of the career education movement by devoting the entire issue of two of its journals to this area, i.e., the Spring 1973 issue of Teaching Exceptional Children and the May 1973 issue of Exceptional Children. In these issues, specific concepts of career education are related to the handicapped. CEC has also published several other publications and produced materials pertaining to career education. At its Annual Convention (April 1976), the CEC Board of Directors gave its approval to the organization of a Division on Career Development within the organization. The intent of this Division will be to assist other CEC Divisions to inculcate career education concepts into their work with handicapped students and to work closely with other organizations concerned with career education for handicapped citizens such as the American Vocational Association Special Needs Division, the National Rehabilitation Association and its Vocational Evaluation and Work Adjustment Division and others.

Career education programs are now operating in over one-third of the U.S. school districts (Hoyt, 1975), with at least 21 states having legislation now or soon to be supportive of this concept. Closely related to the career education movement are (a) re-educating teachers about career education, (b) mainstreaming handicapped students in regular classes and programs, (c) developing receptive teacher attitudes about career education and handicapped youngsters, (d) the importance of special and regular educators/counselors working more closely together, and (e) the movement toward competency-based education of students. Unfortunately, much work remains to be done before the above needs can be properly achieved in most school districts.

The career education conceptualization can be an excellent vehicle to meet the needs of handicapped students and can serve as a means of accommodating them into the ongoing educational process. However, effective career education conceptualizations must occur and various types of school personnel must receive additional training to develop, implement, and conduct meaningful career development programs. Such programs must go beyond merely academic instruction and vocational training and also include a great deal of emphasis on the acquisition of daily living skills and personal-social skills.

In earlier working papers, we expressed our view that career education should be concerned with more than the economic aspects of human development but also with the total individual. From this perspective, "career" is defined as the course by which one develops and lives a responsible and satisfying life, i.e., as a learner, producer, citizen, family member, consumer, and social-political being (Gordon, 1973). Our conceptualization of career education was stated as *preparation for all aspects of successful community living, including working.* We believe career education should be "all of education--systematically coordinating all school, family and community components together to facilitate each individual's potential for economic, social, and personal fulfillment" (Brolin, 1974). We also believe that there are twenty-two major career education competencies (Brolin, 1974) that retarded (and other) students must acquire if they are to be successful in today's modern society.

Career education conceptualized as above requires the active participation of appropriate types of regular class teachers and counselors as well as special teachers, family members, community agencies, and business

and industry. It requires focusing on the major competencies needed by handicapped students to succeed in today's complex world. It requires a humanistic and relevant approach to the education of our handicapped citizens. It will require the refocusing of existing practices and curricula. Perhaps, most of all, it will require a strong commitment to improve our present operating procedures and offer a more relevant education to all students, regardless of whether or not they are handicapped.

In summary, career education has become a reality in American education but much remains in preparing practicing school personnel, family, and community resources to adequately meet the demands of this sweeping movement. This is particularly true in the case of the education of our handicapped citizens. With legislative mandates to include these individuals in the mainstream as much as it is possible, a concerted effort is needed to identify the roles of various teachers, counselors, and others who are expected to provide for these needs. Effective inservice training programs are needed to improve the many resistive attitudes, misconceptions, limited knowledge, and paucity of techniques of school personnel who have had little experience in instructing handicapped students. Such inservice training programs need to be built upon an empirical base of data so appropriate decisions can be made regarding the direction of inservice education for various school personnel.

Purpose of Study

This investigation was conducted to determine the major roles various types of school personnel felt their discipline could assume in the education of educable retarded students, the major concerns the respondents felt existed in successfully integrating these students into regular classes, and the kinds of training, materials, and assistance they felt they needed to effectively meet the educable retarded students needs. The results were intended to be used to develop an effective inservice training program for such school personnel and others that will assist them in developing the kinds of attitudes and abilities needed to work effectively with these students.

Research Questions

A number of general research questions are posed in this investigation. They are:

1. Which school personnel are most appropriate to assist educable retarded students in acquiring various career education competencies?
2. What are the major barriers to successful integration of educable retarded students into regular classes?
3. What are the training needs of school personnel to be more effective in teaching/counseling educable retarded students for career development?
4. What kinds of instructional materials would be most helpful for teaching/counseling educable retarded students for career development?
5. What kinds of roles are school personnel willing to assume in assisting educable retarded students in career development?
6. What kinds of assistance would be most useful to school personnel for more effective teaching/counseling of educable retarded students for career development?

II.

METHODOLOGY

The purpose of this investigation was to determine: 1) what types of school personnel feel they can work with educable retarded students, 2) what competencies they feel they can help the students acquire, and 3) the inservice training needs and other assistance of such school personnel. The focus was on the career education competencies retarded students need to learn so they can assimilate successfully into community living and working. The sample, research instruments, data-gathering procedures, and statistical procedures used to analyze the data are described in this section.

Sample

The subjects for this study consisted of 264 school personnel of various types and from six Midwestern public school systems in the following cities: Ames, Iowa; Milwaukee, Wisconsin; Minneapolis, Minnesota; Montgomery City, Missouri; and Olathe, Kansas. These six districts had agreed to participate as inservice training sites during the second project year. The subjects consisted of the following types of school personnel and their number:

Administrators	27	Language Arts Teachers	35
Counselors	22	Math Teachers	19
Art Teachers	15	Music Teachers	12
Business Teachers	9	Physical Educators	21
Home Economics Teachers	18	Science Teachers	17
Vocational Educators	24	Social Studies Teachers	18
Unified Studies Teachers	2	Special Education Teachers	25

Administrators included principals, project directors, supervising teachers, and curriculum specialists. Counselors included counselors and social workers. Business teachers included Business Education, clerical training, shorthand, and bookkeeping. Vocational Education teachers included Vocational Education, Industrial Education, Driver's Education, Woodworking, Auto Mechanics, Drafting, and Occupational Relations. Language Arts teachers included English, Speech, Drama, Reading, Broadcasting, Foreign Languages, and Library. Science teachers included Science, Biology,

Chemistry, and Physics. Social Studies teachers included Social Studies, History, Civics, and Geography. Special Education teachers included Learning Disabilities, Learning Centers, Resource Rooms, and Special classes. The remaining personnel categories are self-explanatory. Although administrators were tabulated for all research questions, the results for this category are presented only for those questions which encompass administrators' professional function.

The subjects represented two large urban school districts, two middle-size school districts, and two small districts. Since Project PRICE has focused primarily upon grades 7-12, only responses of senior and junior high school personnel were considered though some elementary personnel participated in the study. Research Question #1 was answered by tabulating responses of only those personnel who had either a junior high or senior high responsibility. Research Questions #2 through #6 were answered by tabulating responses of all personnel regardless of overlapping grade responsibilities. Thus, the N's reflected in Tables 1-12 are lower than those for Tables 13-18. The subjects were selected for the study by the project Local Educational Advisor in each school district who was advised to do this in a random manner.

Instrumentation

The primary sources of data for this study were two field questionnaires developed by the senior author of this investigation. The Preliminary Questionnaire (see Appendix A) was constructed to ascertain if the 22 PRICE career education competencies were the major ones for educable retarded students to attain in the educational system. Respondents were asked to identify any other major competencies, indicate their opinions about integrating these students into regular classes, instructional materials needs, and inservice training needs.

The Final Survey Questionnaire (See Appendix A) was constructed after the first questionnaire was returned and needs assessment interviews held in each of the cooperating schools which explained the first questionnaire. The subjects almost universally agreed that the 22 PRICE competencies all were important for retarded students to acquire. They also identified five other important competencies which were added to the list. This second questionnaire was constructed so respondents merely checked which items for each question they felt to be most relevant. The items listed were

those which were most frequently identified in the first questionnaire and the needs assessment interviews. Inadvertently, three of the PRICE competencies were omitted from the list during typing, thus a total of 24 rather than 27 competencies were listed in question 1. The questionnaire consisted of four pages and took 10-15 minutes to complete.

Data Collection

The Preliminary Questionnaire was mailed to the project LEA in each cooperating school district in September 1974. The LEA was responsible for randomly distributing the questionnaires to at least two of every type of school personnel in the system, primarily secondary-level. Several weeks after the questionnaire was mailed, a Project PRICE staff member visited each school and met with the individuals completing the questionnaire to explain the items more fully and seek their cooperation. This increased the return rate to almost one hundred percent.

The Final Survey Questionnaire was constructed based on the open-ended responses from the first questionnaire. This survey instrument was reviewed by the National Advisory Committee as a field test of its utility. Based on their input, final revisions were made and the questionnaire was sent directly to the respondents in January 1975. The LEA from each district was encouraged to follow-up on all respondents regarding their completing the questionnaire. The return rate was 78 percent.

Analysis of Data

The first research question was answered by tabulating the responses of senior high personnel, junior high personnel, and senior and junior high personnel combined for all six school districts (Appendix B, Tables 1-3). These responses were further broken down into small, medium, and large school districts and finally into individual school districts. The responses are presented as percentages in Tables 1-12 (Appendix B).

The remaining five research questions were answered by tabulating the responses of both senior and junior high personnel combined for all six school districts. The responses are presented as percentages in Tables 13-18 (Appendices C-H).

III.

RESULTS

Research Question #1: Which school personnel are most appropriate to assist educable retarded students in acquiring various career education competencies?

The first question was intended to determine which school personnel felt their discipline to be appropriate to assist educable retarded students to acquire each of the 24 competencies for career development. The responses for all school personnel at both the senior and junior high school levels as well as a combination of both levels are presented as percentages in Tables 1-3 in Appendix B for all school districts combined. The responses are further broken down into small, medium, and large school districts and finally into the six individual school districts in Tables 4-12 in Appendix B.

This section presents responses for senior and junior high school personnel for all six school districts combined. These responses are presented to determine which disciplines are felt to be appropriate to assist in the acquisition of each competency.

To determine which personnel categories were felt to be most appropriate to assist in the acquisition of each competency categories in which at least 75% endorsement occurred are presented by competency. Percentages follow the personnel categories in parenthesis. Inspection of Tables 2 and 3 indicates the following results.

DAILY LIVING SKILLS

Management of Family Finances: at the senior high school level; Home Economics teachers (100%), Special Education teachers (87%), and Mathematics teachers (80%); at the junior high level; Business teachers (100%) and Mathematics teachers (78%).

Care of Home Furnishings and Equipment: at the senior high level; Home Economics teachers (89%); at the junior high level; Home Economics teachers (89%) and Vocational Education teachers (83%).

Care of Personal Needs: at the senior high level; Home Economics teachers (100%) and Special Education teachers (80%); at the junior high level; Home Economics teachers (100%) and Physical Education teachers (75%).

Family and Child Care: At the senior high level; Home Economics teachers (75%); at the junior high level; there were no categories with

at least 75% endorsement.

Buying and Preparing Food: at the senior high level; Home Economics teachers (100%); at the junior high level; Home Economics teachers (100%).

Engage in Civic Activities: at the senior high level; no categories with at least 75% endorsement; at the junior high level; no categories with at least 75% endorsement.

Appropriate Use of Recreational and Leisure Time: at the senior high level; Physical Education teachers (92%), Art teachers (75%) and Music teachers (75%); at the junior high level; Music teachers (100%), Art teachers (83%), and Physical Education teachers (75%).

PERSONAL-SOCIAL SKILLS

Achieve Self-awareness: at the senior high level; Art teachers (100%), Music teachers (88%), Special Education teachers (87%), and Counselors (79%); at the junior high level; Unified Studies teachers (100%), Music teachers (100%), Physical Education teachers (88%), and Counselors (86%).

Acquire Self-confidence: at the senior high level; Physical Education teachers (100%), Special Education teachers (80%), Counselors (79%), Social Studies teachers (78%), Art teachers, Vocational Education teachers, Music teachers, and Science teachers (75%); at the junior high level; Art teachers, Unified Studies teachers, Music teachers, and Physical Education teachers (100%), Home Economics teachers (89%), Counselors (86%), and Special Education teachers (80%).

Demonstrate Socially Responsible Behavior: at the senior high level; Special Education teachers (93%), Social Studies teachers (78%), and Music teachers (75%); at the junior high level; Unified Studies teachers (100%), Physical Education teachers (88%), Counselors (86%), Special Education teachers (80%), and Music teachers (75%).

Exhibit Good Interpersonal Skills: At the senior high level; Music teachers (75%); at the junior high level; Special Education teachers (80%).

Achieve Independent Functioning: at the senior high level; Special Education teachers (80%); at the junior high level; no categories with at least 75% endorsement.

Make Good Decisions and Solve Problems: at the senior high level; Special Education teachers (87%) and Science teachers (75%); at the junior high level; Special Education teachers (80%) and Mathematics teachers (78%).

Communicate Adequately for Community Living: at the senior high level; Language Arts teachers (88%) and Special Education teachers (87%);

at the junior high level; Unified Studies teacher (82%) and Music teachers (75%).

OCCUPATIONAL GUIDANCE AND PREPARATION

Know and Explore Appropriate Occupational Possibilities: at the senior high level; no categories with at least 75% endorsement; at the junior high level; Vocational Education teachers (83%).

Make Appropriate Occupational Decisions: at the senior high level; Special Education teachers (80%) and Counselors (79%); at the junior high level; Business teachers (100%), Counselors (86%), and Vocational Education teachers (83%).

Learn Appropriate Work Behaviors: at the senior high level; Home Economics teachers (89%), Special Education teachers (87%) and Music teachers (75%); at the junior high level; Vocational Education teachers (100%), Special Education teachers (90%), and Mathematics teachers (78%).

Acquire Sufficient Physical and Manual Skills: at the senior high level; Physical Education teachers (77%); at the junior high level; no categories with at least 75% endorsement.

Seek, Secure, and Maintain Employment: at the senior high level; no categories with at least 75% endorsement; at the junior high level; no categories with at least 75% endorsement.

BASIC SKILLS

Read Adequately for Community Living: at the senior high level; Special Education teachers (87%); at the junior high level Special Education teachers (100%) and Language Arts teachers (82%).

Spell Adequately for Community Living: at the senior high level; no categories with at least 75% endorsement; at the junior high level; Special Education teachers (90%).

Compute Adequately for Community Living: at the senior high level; Special Education teachers (93%); at the junior high level; Mathematics teachers (78%).

RELATED SKILLS

Engage in Consumer Education Activities: at the senior high level; Home Economics teachers (89%); at the junior high level; no categories with at least 75% endorsement.

Appropriate Use of Agency and Community Resources: at the senior high level; no categories with at least 75% endorsement; at the junior high level; no categories with at least 75% endorsement.

In order to generally determine which competencies each of the categories of school personnel feel they can assist educable retarded students to acquire, responses for all personnel (senior and junior high school personnel combined) are presented for each personnel category. Percentages in parenthesis following the competencies represent competencies which at least 50% of the personnel in the category endorsed. Inspection of Table 1 in Appendix B indicates the following results:

Counselors: achieve self-awareness (81%), acquire self-confidence (81%), make appropriate occupational decisions (81%), demonstrate socially responsible behavior (76%), know and explore appropriate occupational possibilities (71%), exhibit good interpersonal skills (62%), communicate adequately for community living (52%), and make good decisions and solve problems (52%).

Art Teachers: achieve self-awareness (86%), acquire self-confidence (86%), appropriate use of recreation and leisure time (79%), learn appropriate work behavior (57%), communicate adequately for community living (50%), and make good decisions and solve problems (50%).

Business Teachers: management of family finances (63%).

Home Economics Teachers: care for personal needs (100%), buy and prepare food (100%), care of home furnishings and equipment (89%), management of family finances (83%), acquire self-confidence (78%), family and child care (72%), engage in consumer education activities (72%), learn appropriate work behaviors (67%), demonstrate socially responsible behavior (61%), achieve self-awareness (56%), and know and explore appropriate occupational possibilities (50%).

Vocational Education Teachers: learn appropriate work behaviors (77%), acquire self-confidence (73%), care of home furnishings and equipment (68%), know and explore appropriate occupational possibilities (64%), and acquire sufficient physical and manual skills (64%).

Language Arts Teachers: communicate adequately for community living (85%), read adequately for community living (70%), achieve self-awareness (62%), acquire self-confidence (62%), spell adequately for community living (59%), and demonstrate socially responsible behavior (50%).

Mathematics Teachers: managing family finances (79%), compute adequately for community living (74%), make good decisions and solve problems (58%), learn appropriate work behaviors (53%), and acquire self-confidence (53%).

Music Teachers: achieve self-awareness (92%), acquire self-confidence (83%), appropriate use of recreation and leisure time (83%), demonstrate socially responsible behavior (75%), communicate adequately for community living (67%), learn appropriate work behavior (58%), exhibit good interpersonal skills (58%), and engage in civic activities (50%).

Physical Education Teachers: acquire self-confidence (100%), appropriate use of recreation and leisure time (86%), achieve self-awareness (71%), demonstrate socially responsible behavior (71%), care for personal needs (71%), and acquire sufficient physical and manual skills (71%).

Science Teachers: acquire self-confidence (65%) and achieve self-awareness (53%).

Social Studies Teachers: acquire self-confidence (67%), demonstrate socially responsible behavior (61%), communicate adequately for community living (56%), achieve self-awareness (56%), make good decisions and solve problems (56%), and engage in civic activities (50%).

Unified Studies Teachers: communicate adequately for community living (100%), achieve self-awareness (100%), acquire self-confidence (100%), demonstrate socially responsible behavior (100%), engage in civic activities (50%), make appropriate occupational decisions (50%), read adequately for community living (50%), and spell adequately for community living (50%).

Special Education Teachers: read adequately for community living (92%), communicate adequately for community living (88%), learn appropriate work behaviors (88%), demonstrate socially responsible behavior (88%), make good decisions and solve problems (85%), acquire self-confidence (80%), spell adequately for community living (80%), achieve self-awareness (76%), make appropriate occupational decisions (76%), achieve independent functioning (76%), management of family finances (72%), care for personal needs (72%), exhibit good interpersonal skills (72%), compute adequately for community living (72%), know and explore appropriate occupational possibilities (68%), appropriate use of agency and community resources (60%), care of home furnishings and equipment (56%), seek, secure, and maintain employment (56%), buy and prepare food (52%), and appropriate use of recreation and leisure time (52%).

Research Question #2: What are the major barriers to successful integration of educable retarded students into regular classes?

The second question was intended to determine the major barriers to successful integration of educable retarded students into the regular classroom for career development. The responses of all school personnel at both senior and junior high school levels combined for all six school districts are presented as percentages in Table 13 in Appendix C. The percentages presented in this section represent barriers which at least 50% of all personnel in a category felt to be significant. The results are presented by personnel category with the percentages following the specific barriers. Inspection of Table 13 indicates the following results.

All Personnel Categories: educable retarded student's frustration with competition (70%), untrained personnel (63%), extra time for instruction (59%), educable retarded students becoming "lost in the shuffle" (54%), and other students' attitudes (51%).

Administrators: untrained personnel (70%), extra time for instruction (56%), teacher or counselor attitudes toward working with educable retarded students (56%), educable retarded student's frustration with competition (52%), social interactions required (52%), and other students' attitudes (52%).

Counselors: educable retarded student's frustration with competition (86%) and educable retarded students becoming "lost in the shuffle (68%).

Art Teachers: large number of educable retarded students in regular classes (73%), educable retarded student's frustration with competition (73%), other students' attitudes (67%), untrained personnel (60%), and extra time for instruction (53%).

Business Teachers: educable retarded student's frustration with competition (78%), extra time for instruction (78%), untrained personnel (78%), reading level of educable retarded students (67%), other students' attitudes (56%), time taken from regular instruction (56%), slow comprehension and learning of educable retarded students (56%), and technical part of course (56%).

Home Economics Teachers: extra time for instruction (83%), educable retarded student's frustration with competition (78%), untrained personnel (78%), limited material and textbooks for educable retarded students (56%), time taken from regular instruction (56%), and safety hazards educable retarded students present (50%).

Vocational Education Teachers: extra time for instruction (79%), educable retarded student's frustration with competition (75%), untrained personnel (67%), reading level of educable retarded students (67%), limited materials

and textbooks for educable retarded students (54%), educable retarded students becoming "lost in the shuffle" (54%), safety hazards educable retarded students present (54%), and other students' attitudes (50%).

Language Arts Teachers: educable retarded students' frustrations with competition (71%), educable retarded students becoming "lost in the shuffle" (60%), other students' attitudes (60%), untrained personnel (60%), extra time for instruction (57%), reading level of educable retarded students (57%), and limited materials and textbooks for educable retarded students (54%).

Mathematics Teachers: untrained personnel (89%), educable retarded student's frustration with competition (79%), extra time for instruction (63%), educable retarded students becoming "lost in the shuffle" (58%), time taken from regular instruction (53%), and reading level of educable retarded students (53%).

Music Teachers: untrained personnel (75%), other students' attitudes (75%), educable retarded students becoming "lost in the shuffle (67%), extra time for instruction (50%, and technical and moral support for the teacher (50%).

Physical Education Teachers: large number of educable retarded students in regular classes (67%), educable retarded student's frustration with competition (67%), and educable retarded students becoming "lost in the shuffle" (62%).

Science Teachers: educable retarded student's frustration with competition (59%), extra time for instruction (59%), and untrained personnel (59%).

Social Studies Teachers: educable retarded student's frustration with competition (78%), extra time for instruction (72%), reading level of educable retarded students (72%), large number of educable retarded students in regular classes (56%), untrained personnel (56%), time taken from regular instruction (56%), educable retarded students becoming "lost in the shuffle" (50%), and other students' attitudes (50%).

Unified Studies Teachers: educable retarded student's frustration with competition (100%), educable retarded students becoming "lost in the shuffle" (100%), untrained personnel (100%), slow comprehension and learning of educable retarded students (100%), reading level of educable retarded students (100%), large number of educable retarded students in regular classes (50%), limited materials and textbooks for educable retarded students (50%), extra time for instruction (50%), teacher or counselor attitudes toward educable retarded students (50%), time taken from regular instruction (50%), large number of educable retarded students in one class (50%), technical and moral support for the teacher (50%), administrators' attitudes toward degree of integration (50%), and parental attitude regarding amount of work required of

educable retarded students (50%).

Special Education Teachers: educable retarded student's frustration with competition (72%), teachers' or counselors' attitudes toward educable retarded students (68%), reading level of educable retarded students (64%), educable retarded students becoming "lost in the shuffle" (56%), extra time for instruction (56%), untrained personnel (56%), technical and moral support for the teacher (56%), other students' attitudes (52%), and mathematics level of educable retarded students (52%).

Research Question #3: What are the training needs of school personnel to be more effective in teaching/counseling educable retarded students for career development?

The third question was intended to determine the training needs of school personnel to be more effective in teaching and/or counseling educable retarded students for career development. The responses of all school personnel at both the senior and junior high school levels combined for all six school districts are presented as percentages in Table 14 in Appendix D. The percentages presented in this section represent skills or knowledge which at least 50% of all personnel in a category felt would be helpful. The results are presented by personnel category with the percentages following the specific skills or knowledge. Inspection of Table 14 indicates the following results.

All Personnel Categories: how to adapt/modify existing instruction and materials for educable retarded students (61%).

Administrators: how to adapt/modify existing instruction and materials for educable retarded students (89%), knowledge of learning characteristics of educable retarded students (59%), knowledge about jobs educable retarded students can do (56%), knowledge about career education (52%), and knowledge about use of community personnel in competency development of educable retarded students (52%).

Counselors: knowledge about jobs educable retarded students can do (50%).

Art Teachers: how to adapt/modify existing instruction and materials for educable retarded students (67%).

Business Teachers: no skill or knowledge categories at or above 50%.

Home Economics Teachers: how to adapt/modify existing instruction and materials for educable retarded students (100%), knowledge regarding realistic expectations for educable retarded students (67%), knowledge about learning characteristics of educable retarded students (61%), knowledge about jobs educable retarded students can do (56%), knowledge of behavioral management

techniques (50%), and knowledge of appropriate materials and resources (50%).

Vocational Education Teachers: knowledge of learning characteristics of educable retarded students (58%), how to adapt/modify existing instruction and materials for educable retarded students (54%), how to individualize instruction for educable retarded students (54%), and knowledge about jobs educable retarded students can do (54%).

Language Arts Teachers: how to adapt/modify existing instruction and materials for educable retarded students (51%) and knowledge regarding realistic expectations for educable retarded students (51%).

Mathematics Teachers: how to adapt/modify existing instruction and materials for educable retarded students (58%), knowledge regarding realistic expectations for educable retarded students (58%), how to grade educable retarded students in regular classes (58%), and knowledge about learning characteristics of educable retarded students (53%).

Music Teachers: knowledge about learning characteristics of educable retarded students (67%), knowledge about personality characterisitcs of educable retarded students (67%), and how to adapt/modify existing instruction and materials for educable retarded students (58%).

Physical Education Teachers: how to adapt/modify existing instruction and materials for educable retarded students (71%), knowledge about personality characteristics of educable retarded students (57%), knowledge regarding realistic expectations for educable retarded students (57%), and knowledge about learning characteristics of educable retarded students (52%).

Science Teachers: how to adapt/modify existing instruction and materials for educable retarded students (53%).

Social Studies Teachers: how to adapt/modify existing instruction and materials for educable retarded students (61%).

Unified Studies Teachers: how to adapt/modify existing instruction and materials for educable retarded students (100%), how to appropriately interact with educable retarded students (100%), how to evaluate educable retarded student's competency (100%), knowledge about mental retardation (50%), how to individualize instruction for educable retarded students (50%), and knowledge regarding realistic expectations for educable retarded students (50%).

Special Education Teachers: knowledge about career education (68%), how to develop goals and objectives for career education of educable retarded students (60%), how to adapt/modify existing instruction and materials for educable retarded students (56%), knowledge about jobs educable retarded students can do (56%), and knowledge of appropriate materials and resources for

educable retarded students (56%).

Research Question #4: What kinds of instructional materials would be most helpful for teaching/counseling educable retarded students for career development?

The fourth question was intended to determine specific materials that would be helpful for more effective teaching and/or counseling of educable retarded students for career development. The responses of all school personnel at both the senior and junior high school levels combined for all six school districts are presented as percentages in Table 15 in Appendix E. The percentages presented in this section represent materials which at least 50% of all personnel in a category felt would be helpful. The results are presented by personnel category with the percentages following the specific materials. Inspection of Table 15 indicates the following results.

All Personnel Categories: materials appropriate to the reading/ability level of educable retarded students (51%).

Administrators: materials appropriate to the reading/ability level of educable retarded students (67%) and modular instructional packages for regular classes that meet the needs of educable retarded students (56%).

Counselors: materials appropriate to the reading/ability level of educable retarded students (54%).

Art Teachers: no materials at or above 50%.

Business Teachers: no materials at or above 50%.

Home Economics Teachers: materials appropriate to the reading/ability level of educable retarded students (61%) and educational games (50%).

Vocational Education Teachers: no materials at or above 50%.

Language Arts Teachers: materials appropriate to the reading/ability level of educable retarded students (63%).

Mathematics Teachers: no materials at or above 50%.

Physical Education Teachers: no materials at or above 50%.

Science Teachers: materials providing rewards, feedback, and evaluation (59%) and hands-on materials (53%).

Social Studies Teacher: materials appropriate for the reading/ability level of educable retarded students (56%) and materials providing reward, feedback and evaluation (50%).

Unified Studies Teachers: workbooks (100%), materials appropriate for the reading/ability level of educable retarded students (100%), modular instructional packages for regular classes that meet the needs of educable retarded students (100%), simplified pamphlets (100%), filmstrips (100%), programmed

materials (50%), curriculum guides (50%), materials providing reward, feedback, and evaluation (50%), and simulation games (50%).

Special Education Teachers: materials appropriate for the reading/ability level of educable retarded students (72%) and modular instructional packages for regular classes that meet the needs of educable retarded students (60%).

Research Question #5: What kinds of roles are school personnel willing to assume in assisting educable retarded students in career development?

The fifth question was intended to determine what kinds of roles each of the school personnel were willing to assume in preparing educable retarded students for career development. The responses of all personnel at both senior and junior high school levels combined for all six school districts are presented as percentages in Table 16 in Appendix F. The responses relate only to the competencies each respondent endorsed in the first research question. The percentages presented in this section represent the roles which at least 50% of all personnel in a category were willing to assume. The results are presented by personnel category with the percentages following the specific roles. Inspection of Table 16 indicates the following results.

Administrators: assist teachers to modify instruction, to communicate with other teachers, and to use community resources (85%), assist teachers to evaluate their effectiveness in working with students and professional (81%), assist teachers to update themselves on materials and programs (78%), counsel students about the value of the competencies (74%), update curriculum methods and materials (63%), counsel parents about the value of the competencies (59%), and monitor the work of paraprofessionals (52%).

Counselors: counsel students about the value of the competencies (86%) and counsel parents about the value of the competencies (72%).

Art Teachers: teach educable retarded students how to perform the competencies (93%).

Business Teachers: teach educable retarded students information about the competencies (67%) and teach educable retarded students how to perform the competencies (67%).

Home Economics Teachers: teach educable retarded students how to perform competencies (100%), teach educable retarded students information about the competencies (94%), counsel educable retarded students about the value of the competencies (67%), and update curriculum methods and materials (67%).

Vocational Education Teachers: teach educable retarded students how to perform the competencies (79%).

Language Arts Teachers: teach educable retarded students to perform the competencies (74%) and teach educable retarded students information about the competencies (66%).

Mathematics Teachers: teach educable retarded students how to perform the competencies (68%) and teach educable retarded students information about the competencies (53%).

Music Teachers: teach educable retarded students to perform the competencies (67%) and teach educable retarded students information about the competencies (50%).

Physical Education Teachers: teach educable retarded students to perform the competencies (100%), counsel educable retarded students about the value of the competencies (67%), teach educable retarded students information about the competencies (62%) and update curriculum and methods (52%).

Science Teachers: teach educable retarded students information about the competencies (59%) and teach educable retarded students how to perform the competencies (50%).

Social Studies Teachers: teach educable retarded students to perform the competencies (67%) and teach educable retarded students information about the competencies (61%).

Unified Studies Teachers: teach educable retarded students information about the competencies (100%), teach educable retarded students how to perform the competencies (100%), update curriculum methods and materials (50%), and monitor the work of paraprofessionals (50%).

Special Education Teachers: teach educable retarded students information about the competencies (84%), teach educable retarded students how to perform the competencies (84%), counsel educable retarded students about the value of the competencies (80%), update curriculum methods and materials (72%), assist teachers to modify instruction, to communicate with other teachers, and to use community resources (64%), assist teachers to evaluate their effectiveness in working with students and professionals (60%), counsel parents about the value of the competencies (56%), and assist teachers to update themselves on materials and programs (52%).

Research Question #6: What kinds of assistance would be most useful to school personnel for more effective teaching/counseling of educable retarded students for career development?

The sixth question was intended to determine first, what kinds of assistance school personnel felt would be useful to be more effective in teaching

or counseling educable retarded students in career development. Secondly, this question was intended to determine how the Special Education Teacher could best assist other personnel in providing appropriate educational experiences for educable retarded students in career development. Special Education Teachers responded in terms of the types of assistance they felt they could provide.

The responses to the first part of the question for all personnel at both the senior and junior high school levels combined for all six school districts are presented as percentages in Table 17 in Appendix G. The percentages presented in this section represent the types of assistance which at least 50% of all personnel in a category felt would be helpful. The results are presented by personnel categories with percentages following the specific kinds of assistance. Inspection of Table 17 indicates the following results.

All Personnel Categories: preservice and inservice assistance from special educators (61%).

Administrators: preservice and inservice assistance from special educators (70%) and methods and materials consultation (52%).

Counselors: preservice and inservice assistance from special educators (80%).

Art Teachers: preservice and inservice assistance from special educators (80%).

Business Teachers: no categories at or above 50%.

Home Economics Teachers: preservice and inservice assistance from special educators (67%) and methods and materials consultation (50%).

Vocational Education Teachers: no categories at or above 50%.

Language Arts Teachers: preservice and inservice assistance from special educators (57%).

Mathematics Teachers: preservice and inservice assistance from special educators (68%).

Music Teachers: preservice and inservice assistance from special educators (68%).

Physical Education Teachers: preservice and inservice assistance from special educators (76%).

Science Teachers: preservice and inservice assistance from special educators (70%).

Social Studies Teachers: preservice and inservice assistance from special educators (78%).

Unified Studies Teachers: methods and materials consultation (100%), preservice and inservice assistance from special educators (50%), team teaching (50%), and paraprofessional assistance (50%).

Special Education Teachers: methods and materials consultation (52%) and visitations to other program sites (52%).

The responses to the second part of the question for all personnel at both the senior and junior high school levels combined for all six school districts are presented as percentages in Table 18 in Appendix H. The percentages presented in this section represent the types of assistance from special educators which at least 50% of all personnel in a category felt would be helpful. The results are presented by personnel categories with percentages following the specific kinds of assistance. Inspection of Table 18 indicates the following results.

All Personnel Categories: information about educable retarded students' basic academic skills, values, and attitudes (80%).

Administrators: information about educable retarded students' basic academic skills, values, and attitudes (81%), tutoring and out-of-class activities (59%), and working with educable retarded students' parents (56%).

Counselors: information about educable retarded students' basic academic skills, values, and attitudes (77%) and weekly meetings for planning and coordination (54%).

Art Teachers: information about educable retarded students' basic academic skills, values, and attitudes (80%).

Business Teachers: information about educable retarded students' basic academic skills, values, and attitudes (67%).

Home Economics Teachers: information about educable retarded students' basic academic skills, values, and attitudes (94%), generating modified materials for educable retarded students (78%), and tutoring and out-of-class activities (78%).

Vocational Education Teachers: information about educable retarded students' basic academic skills, values, and attitudes (62%).

Language Arts Teachers: information about educable retarded students' basic academic skills, values, and attitudes (86%).

Mathematics Teachers: information about educable retarded students' basic academic skills, values, and attitudes (74%).

Music Teachers: information about educable retarded students' basic academic skills, values, and attitudes (92%).

Physical Education Teachers: information about educable retarded students' basic academic skills, values, and attitudes (86%) and generating modified materials for educable retarded students (52%).

Science Teachers: information about educable retarded students' basic academic skills, values, and attitudes (59%).

Social Studies Teachers: information about educable retarded students' basic academic skills, values, and attitudes (83%), generating modified materials for educable retarded students (61%), and weekly meetings for planning and coordination (50%).

Unified Studies Teachers: information about educable retarded students' basic academic skills, values, and attitudes (100%), generating modified materials for educable retarded students (100%), team teaching (50%), and tutoring and out-of-class activities (50%).

Special Education Teachers: information about educable retarded students' basic academic skills, values, and attitudes (88%) and tutoring and out-of-class activities (64%).

IV.

CONCLUSIONS, LIMITATIONS AND IMPLICATIONS

In this section, the conclusions, limitations and implications of this investigation are discussed in terms of the previously stated research questions and the twenty-two career education competencies advocated by Project PRICE. Suggestions for improving educational services to retarded students are made.

Conclusions[1]

Research Question #1: Which school personnel are most appropriate to assist educable retarded students in acquiring various career education competencies?

- The career education of retarded students should involve a wide variety of school disciplines. All categories of counselors/teachers indicated their discipline was appropriate for assisting educable retarded students to acquire certain aspects of at least some of the 24 competencies if provided with the necessary inservice training. The competencies deemed appropriate are indicated in Figure 1. (Note: The 22 PRICE competencies, including the three omitted from the questionnaire are listed in Figure 1. It is our opinion that reading and spelling can be subsumed under "Communicating Adequately with Others", computation under "Managing Family Finances", consumer education under several Daily Living Skills competencies, and community resources under several of the 22 PRICE competencies. The five additional competencies are listed following the PRICE competencies).

- There are different patterns of competencies appropriate for the same disciplines at the junior and senior high school level. For example, Home Economics teachers felt that in particular their discipline was appropriate for teaching the retarded student (a) self-confidence primarily at the junior high school level, (b) managing family finances and family/child care at the senior high school level, and (c) caring for home furnishings and equipment, personal needs, and buying and preparing food at both levels. Inspection of Figure 1 will reveal these differences.

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[1] Administrators have been eliminated from this discussion because the question is specific to the teachers and counselors. Unified studies teachers are also eliminated from this discussion because of their small number.

Figure 1

Comparison of Responses to Research Question #1[1]

Personnel Categories[2]

PRICE Competencies	Art	Bus.	Home Econ.	Voc. Educ.	Lang. Arts	Math	Music	P.E.	Sci.	Soc. Stud.	Spec. Educ.	Coun-selors
DAILY LIVING SKILLS												
1. Manage family finances		JA	SA			JS					SA	
2. Care home furnishings/equip.			JSA	JA							A	
3. Care for personal needs			JSA					JA			A	
4. Family & child care			SA									
5. Food preparation & buying			JSA								A	
6. Clothing preparation & buying												
7. Engage in civic activities							A			A		
8. Utilize recreation time	JSA						JSA	JSA			A	
9. Community mobility												
PERSONAL-SOCIAL SKILLS												
10. Achieve self-awareness	SA		A	A	A		JSA	JA	A	A	SA	JSA
11. Acquire self-confidence	JSA	JA	S	A	A	S	JSA	JSA	A	SA	JSA	JSA
12. Socially respon. behavior			A		A		JSA	JA		SA	JSA	JA
13. Exhibit interpersonal skills							SA				JA	A
14. Achieve independent functioning											SA	
15. Decision-making, prob. solving	A					JA			S	A	JSA	A
16. Communicate adequately	A				JSA	A	JA			A	SA	A
OCCUP. GUIDANCE & PREPARATION												
17. Occup. knowledge & exploration			A	JA							A	A
18. Appropriate occup. decisions		J		J							SA	JSA
19. Appropriate work behaviors	A		SA	JA		JA	SA				JSA	
20. Acquire phys. & manual skills				A				SA				
21. Obtain specific occup. skill											A	
22. Seek/secure employment												
ADDITIONAL COMPETENCIES												
23. Read adequately					JA						JSA	
24. Spell adequately					A						JA	
25. Compute adequately						JA					SA	
26. Engage in consumer education			SA									
27. Utilize community resources											A	

[1] Composite of all school districts.

[2] Based upon percentage of personnel in a category endorsing a competency as being appropriate for their discipline. J = junior high personnel with at least 75% endorsement, S = senior high personnel with at least 75% endorsement, and A = both junior and senior high personnel combined with at least 50% endorsement.

- Daily Living Skills instruction is particularly appropriate for the home economics teacher. The special education teacher should provide a supportive service to regular teachers and direct services to certain retarded students who need specialized assistance, either in part or totally in this area. Several regular teachers are willing to assist retarded students in learning recreation and leisure skills.

- Personal-Social Skills, including basic skills instruction, is an important area of involvement for many school personnel. Music teachers can be particularly important in this area and to a lesser extent art, physical education and social studies teachers. Special education teachers believe this is an important area of involvement for them, particularly at the senior high level. Counselors, although generally indicating some involvement, do not reflect particularly strong commitment except in assisting the retarded student to achieve self-awareness and self-confidence. Only special education teachers indicated assisting the student toward independent functioning was within their responsibility. Language arts and special education teachers appear most committed to teaching basic (communication) skills.

- Occupational Guidance and Preparation appears to be the most deficient curriculum area. Unfortunately, the competency "acquiring a specific saleable job skill" was left off the questionnaire. Inclusion of this competency may have reflected vocational education teacher commitment to this goal. Junior high vocational teachers appear more committed to working with the retarded student. Several regular teachers indicate a responsibility for helping the retarded student learn "sufficient physical and manual skills" which lends hope to the career education concept of every teacher needing to relate his/her subject matter to its career implications. Presently, however, it appears the special education teacher will assume prime responsibility although with no particular degree of strong commitment. Except for helping the retarded student "make appropriate occupational decisions," counselors do not appear heavily committed to this curriculum area. There is little commitment in helping the retarded student to learn how to adequately seek, secure, and maintain satisfactory employment.

Research Question #2: What are the major barriers to successful integration of educable retarded students into regular classes?

- The major barriers for all personnel were the following (in rank order): 1) the frustrations retarded students have in trying to compete; 2) the lack of training teachers and counselors have to work with them, 3) the extra time it takes to instruct these students, and 4) other students' attitudes, e.g., rejection, ridicule, pressure, etc.
- Only 25 percent or less of the respondents indicated the following to be a major concern (in rank order--least to more significant): 1) the lowered self-esteem regular class students develop of themselves, 2) the parents attitude lowered the work involved, 3) the administrator's attitude about integrating, 4) the technical part of the courses, 5) safety hazards the students present, and 6) the behavior problems presented by these students. Thus, many of these arguments which have been posed against the integration of the retarded do not appear to be significant concerns to most personnel.
- Reading level is not a major concern of many regular teachers except in the more academically-oriented courses. Even in these there are indications that such limitations are not insurmountable.
- The school personnel who appear most concerned about the integration of retarded students are (in rank order): 1) special education teachers; 2) social studies, vocational education, and business teachers, 3) language arts teachers, and 4) home economics teachers, math teachers, and administrators.
- Those school personnel who appear least concerned about the integration of retarded students are (in rank order): 1) counselors, 2) physical education and science teachers, 3) and music teachers.

Research Question #3: What are the training needs of school personnel to be more effective in teaching/counseling educable retarded students for career development?

- The need to learn how to adapt/modify instruction and materials for retarded students is the main training need of most school personnel. All 18 home economics teachers indicated such a training need. Administrators also believe this to be a major concern to properly provide for retarded students.

- More knowledge about specific learning characteristics and how much to expect from these students are other particularly important training needs of most regular teachers.
- Those school personnel types who indicated the most need for inservice training were (in rank order): 1) home economics teachers, 2) administrators and special education teachers, and 3) vocational, math, and physical education teachers.
- Those school personnel types who indicated the least need for inservice training were (in rank order): 1) counselors, business teachers, and social studies teachers, 2) art and science teachers, 3) language arts, and 4) music teachers. This could indicate more of a lack of desired involvement than lack of training needs.
- Administrators, home economics, vocational teachers, and special education teachers are particularly interested in learning more about job potentials of retarded students. Most counselors did not indicate such a training need.
- Special education teachers particularly need more knowledge about career education, more appropriate resources and materials, how to develop career oriented programs, and what occupational possibilities exist for such students.

Research Question #4: What kinds of instructional materials would be most helpful for teaching/counseling educable retarded students for career development?

- School personnel are divided in their opinions as to what kinds of media and materials they need to be more effective with retarded students.
- The major need is for materials that are on the reading and ability level of retarded students.
- Approximately one-third of the respondents indicated the need for the following (in rank order): 1) materials providing rewards/feedback/evaluation; 2) basic skills materials; 3) self-contained individualized modules relating to regular curriculum but meeting the needs of retarded students, and 4) audio-visual materials.

Research Question #5: What kinds of roles are school personnel willing to assume in assisting educable retarded students in career development?

- Almost all teachers are willing to assume a role of teaching the retarded

students information related to certain career education competencies. All are willing to teach the student how to perform certain competencies.

- School personnel who are willing counsel students about the value of the competencies are (in rank order): 1) counselors, 2) special education teachers, 3) administrators, and 4) home economics and physical education teachers.
- School personnel willing to counsel the student's parents about the value of these competencies are (in rank order): 1) counselors, 2) administrators, and 3) special education teachers.
- There is a reluctance to train parents to assist students to acquire the competencies. It appears the special education teacher is most willing to do this.
- Evaluation of student competencies is seen as appropriate by primarily administrators and special education teachers, although there isn't a high degree of responsibility indicated in terms of respondent commitment.
- Primarily administrators and to a lesser extent special education teachers, feel responsible for the following: updating curriculum, supervising paraprofessionals, assisting teachers in evaluating their effectiveness, assisting in modifying curriculum, assisting in curriculum modification, and helping teachers update themselves on materials and programs. Thus, administrative support appears very possible to regular teachers in their instruction of retarded students.

Research Question #6: What kinds of assistance would be most useful to school personnel for more effective teaching/counseling of educable retarded students for career development?

- Pre-service and inservice assistance from special educators is critically needed by most school personnel.
- Methods and materials consultation is needed by many types of school personnel. There is divided opinion about the usefulness of paraprofessionals.
- Administrative approval and or encouragement is not a major concern of most personnel.
- Almost all personnel feel that special education teachers can assist them greatly by sharing relevant information on the student's basic academic skills, values and attitudes.

- Special educators are needed to assist many regular teachers in generating modified materials, in particular, home economics teachers who also feel special tutoring would help the retarded student keep up in class.

Limitations

This investigation was sufficient to broadly determine the needs of school personnel when attempting to integrate educable retarded students into regular classes for career development. However, logistical considerations did impose limitations both upon (a) data collection and (b) data analysis. These limitations were as follows:

- Project PRICE is intended to be applicable to school districts across the United States. Therefore, a wider sampling of school districts would be desirable in order to generalize the findings of this investigation. However, we were able to utilize only those school districts participating in the Project.
- The sample itself would be more representative if the S's in the personnel categories were matched for number, experience with educable retarded students, and grade level responsibilities.
- This investigation was not designed to be susceptible to statistical analysis. Therefore, descriptive statistics were used and no attempt was made to test hypotheses.

Implications

Despite the absence of statistically defensible conclusions, this investigation appears to yield several implications. These are as follows:

- School personnel appear to be willing to utilize competency-based career education for educable retarded students. A competency-based programmatic curriculum guide would be not only useful but essential for successful integration.
- Most regular teachers are generally receptive to the integration of retarded students for the development of certain competencies. Therefore, successful mainstreaming is possible if appropriately planned.
- There is a pressing need for inservice training of all types of school personnel if retarded students are to be accommodated appropriately by regular teachers and programs.

- Special education teachers have a changing role as career educator, resource specialist, materials provider and developer, remedial specialist, and as a coordinator and monitor of services to special students.
- Counselors need to get more involved than they presently perceive their responsibility toward these students, particularly in the Personal-Social and Occupational Curriculum areas.
- Home economics teachers are appropriate and generally willing to assist retarded students if they get inservice training, materials, and considerable assistance from the special education teachers.
- There are several competencies which need more fixed responsibility so that retarded students receive instruction in all career education areas.
- There is a need for more emphasis on occupational guidance and preparation.
- University special education teacher training programs need to place a much greater emphasis on career education, integration of students, and the changing roles of special teachers. Other teacher and counselor education training programs must give much more attention to instructing their students about the characteristics and potentials of retarded students.

This study suggests that educational services to retarded students can be improved and re-directed if appropriate inservice training and communication occurs among the various school personnel types. There needs to be more assurances that enough emphasis and responsibility is directed toward instructing these students in all competency areas, particularly the occupational area. The school personnel in the study generally agreed that the PRICE competencies were the major ones needed by retarded students. Although there are some who remain reluctant to change, we feel there is strong evidence that collaborative efforts between school personnel, family, and community workers is highly possible and it can be achieved within a career education context.

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APPENDIX A

PRELIMINARY QUESTIONNAIRE

University of Missouri - Columbia

6 Hill Hall
Columbia, Mo. 65201

COLLEGE OF EDUCATION
Department of Counseling and Personnel Services

Telephone
314 449-8116

September 27, 1974

314-882-6523

Dear Colleague:

The Department of Counseling and Personnel Services at the University of Missouri-Columbia was recently designated to develop an inservice teacher training program to prepare various types of school personnel to increase their skills in working with educable mentally retarded students (EMR). The USOE's Bureau of Education for the Handicapped has funded us to work with six Midwestern school systems to develop an inservice training model that can be used throughout the country for training teachers and counselors about educable retarded students and how they can be integrated and prepared with career education competencies (K-12).

Your school system has agreed to participate in our project (called Project PRICE, Programming Retarded In Career Education). One of our first activities is to visit each participating school and meet with you and others about our project and to find out how you feel your specialty can contribute toward helping retarded students acquire the vitally needed career education competencies so they experience successful community living and working.

One or more of our staff members will be visiting your school soon. Prior to meeting with you and others in a small group for about an hour, we would greatly appreciate your completing the enclosed questionnaire. We would like you to bring it to the meeting. Since this is the only meeting we will have with you this year, it is crucial that we get your opinion about each item at that time.

We look forward to meeting you and gaining your opinions of how we can better educate retarded students.

Sincerely,

Donn Brolin

Donn Brolin, Director
Project PRICE

Lynda West

Lynda West, Assistant Director
Project PRICE

DB:jg

Enclosure

LIFE CAREER DEVELOPMENT COMPETENCIES
NEEDED BY EMR STUDENTS

1. Managing Family Finances
2. Communicating Adequately With Others
3. Exhibiting Appropriate Work Behaviors
4. Achieving Self-Awareness
5. Engaging in Civic Activities
6. Acquiring Self-Confidence
7. Caring for Home Furnishing and Equipment
8. Achieving Socially Responsive Behavior
9. Knowing and Exploring Occupational Possibilities
10. Caring for Personal Needs
11. Maintaining Good Interpersonal Skills
12. Making Appropriate Occupational Decisions
13. Raising Children, Family Living
14. Achieving Independence
15. Exhibiting Sufficient Physical and Manual Skills
16. Seeking, Securing, and Maintaining Satisfactory Employment
17. Making Good Decisions, Problem-Solving
18. Buying and Preparing Food
19. Mobility in the Community
20. Acquiring a Specific Saleable Job Skill
21. Buying and Making Clothing
22. Utilizing Recreation and Leisure

Project PRICE

Cooperating School Personnel Preliminary Questionnaire

CONFIDENTIAL

1. Please complete the following information

   Name of your school _____

   Your position _____

   Grade Level(s) _____

2. It is our contention that Career Education consists of more than just preparation for work but rather should facilitate each student's potential for all aspects of successful community living, i.e., economic, social, and personal fulfillment. Would you agree or disagree with this conceptualization? _____ If you disagree, will you indicate why? _____

   _____

3. Based on the research we and others have done, we currently believe there are 22 major competencies EMR students must acquire if they are to experience successful community living after they complete their schooling. These competencies fall under one of three curriculum areas and are listed on the following page. Would you circle the number of those competencies you feel your specialty (e.g., school counselor, English teacher, home economics teacher, etc.) could help the EMR student acquire (or partially acquire) if you had more knowledge about and appropriate materials to use with EMR students?

4. If you feel there are any OTHER major competencies these students should acquire please list them here. _____

   _____

5. If you feel any of the 22 competencies are not of primary importance for these students to acquire, would you list them here? _____

   _____

6. Do you feel EMR students should be integrated into regular classes? _____

   If no, why not? _____

   _____

7. What are your major concerns about having EMR students in regular classes?

   _____

8. Do you think a team approach would be most appropriate in helping each EMR student acquire the 22 competencies? _____ If yes, which ones?

_____

9. Do you feel an inservice training program is needed about the nature of mental retardation and techniques of working with the retarded? _____

If yes, what specific information do you feel you need to more effectively work with EMR students? _____

_____

_____

10. With respect to the competencies you have circled, what types of materials would be most useful to you in working with EMR students?

_____

_____

_____

Thank you for your cooperation. This information will be kept confidential by the Project PRICE Director.

University of Missouri - Columbia

6 Hill Hall
Columbia, Mo. 65201

COLLEGE OF EDUCATION
Department of Counseling and Personnel Services

Telephone
314 449-8116

January 9, 1975

314-882-6523

Dear Colleague:

The University of Missouri is presently developing an inservice teacher and counselor training model to assist appropriately designated school personnel to increase their skills in working with educable retarded students. We are attempting to determine: (1) what types of school personnel feel they can work with retarded students, (2) what competencies they can help the students acquire, and (3) the inservice training needs of such school personnel.

Our project is designed to focus on the career education competencies retarded students need to learn so they assimilate successfully into community life. We are not necessarily advocating complete mainstreaming, but rather are trying to determine how certain retarded students can be integrated into appropriately designated classes when it is deemed feasible. Educable retarded students are generally defined as those with IQ scores between 50 or 55 and 70 or somewhat higher depending on the state.

We greatly appreciate the work of those of you who have completed earlier questionnaires. Your input has given us considerable insight into the various aspects involved in being able to successfully integrate these students. This final questionnaire is needed to give us a larger consensus of the most important considerations in designing a relevant and effective inservice training model for teachers and counselors. We very much value and respect your opinions.

This questionnaire should take only 10-15 minutes to complete. We will issue several copies of the final results to your school if you are interested in seeing them. A comments section is included at the end for those desiring to give us additional information.

We thank you in advance for your cooperation.

Sincerely,

Donn Brolin

Donn Brolin, Director
Project PRICE

DB:jg

Enclosures

Project PRICE

Final Survey Questionnaire

CONFIDENTIAL

Name _____ City _____

Subject you teach _____ Grades _____

If you are not a teacher, please list your position _____ Grades _____

Did you complete any of our previous questionnaires? Yes _____ No _____

Have you had previous contact with educable retarded individuals? Yes_____ No_____

PLEASE ANSWER THE FOLLOWING QUESTIONS ACCORDING TO HOW YOU FEEL YOUR DISCIPLINE COULD BEST ASSIST IN THE CAREER DEVELOPMENT OF EDUCABLE RETARDED STUDENTS, I.E., THOSE WHO ARE FELT TO BE ABLE TO BENEFIT FROM CERTAIN INTEGRATED CLASSES AND SERVICES.

1. Do you feel that, in your professional capacity, you could help selected retarded students acquire any of the following competencies? (Please check the most appropriate ones)

____ To manage family finances
____ To communicate adequately
____ To learn appropriate work behaviors
____ To achieve self-awareness/understanding/acceptance
____ To engage in civic activities
____ To acquire self-confidence
____ To care for home furnishings and equipment
____ To demonstrate socially responsive behaviors
____ To know and explore appropriate occupational possibilities
____ To care for personal needs
____ To exhibit good interpersonal skills
____ To make appropriate occupational decisions
____ To raise children and conduct family activities
____ To achieve independent functioning
____ To acquire sufficient physical and manual skills
____ To seek, secure, and maintain satisfactory employment
____ To make good decisions, solve problems
____ To buy and prepare food
____ To utilize recreation and leisure time appropriately
____ To read adequately for community living
____ To spell adequately for community living
____ To figure (compute) adequately for community living
____ To engage in sufficient consumer education activities (make wise consumer decisions)
____ To use agency and community resources appropriately
____ Other _____
____ Other _____

2. Which of the following roles would you be willing to assume in helping the retarded student acquire the competencies you have checked (assuming you have or would receive any necessary inservice training to help you work with these students). (Check appropriate ones)

____ Teach pupils information about these competencies
____ Teach pupils how to perform these competencies
____ Counsel pupils about the value of these competencies
____ Counsel parents of pupils about the value of these competencies
____ Train parents to assist pupils to acquire these competencies

____ Evaluate the acquisition level of each relevant competency
____ Update curriculum methods and materials which relate to these competencies
____ Monitor work of paraprofessionals in accomplishing the above
____ Assist teachers to evaluate their effectiveness in working with students and other professionals
____ Assist teachers in modifying their methods of instruction, program directions, communications with other teachers and using community resources
____ Assist teachers in updating themselves on materials and programs
____ Other _____
____ Other _____
____ None

3. Do you feel that any of the following should be <u>significant</u> concerns for successfully integrating (some, all, selected) educable (mildly) retarded students in regular classes? (Check only those you feel should be <u>major</u> concerns)

____ The large number of retarded students in regular classes
____ The frustrations retarded students have in trying to compete
____ The limited amount of materials and textbooks for these students
____ The retarded student becoming lost in the shuffle
____ The social interactions required
____ The lack of motivation or success available for these students
____ The extra time it takes to instruct these students
____ The lack of training of teachers and counselors to work with them
____ The teacher or counselor's attitudes about working with them
____ Other students' attitudes (rejection, ridicule, pressure, etc.)
____ The time taken away from regular class student's instruction
____ The behavior problems presented by these students
____ The safety hazards these students present
____ The lowered self-esteem regular class students develop of themselves
____ A large number of retarded students placed together in one class
____ The slow comprehension and learning of these students
____ The technical part of the course
____ Reading level
____ Math level
____ The amount of support (technical-moral) that can be provided the teacher in serving the student
____ The administrators attitude about how much a teacher should try to integrate
____ The parental attitude of how much work a student has to do to satisfy particular teachers
____ Other _____
____ Other _____

ONLY THOSE WHO CHECKED ONE OR MORE ROLES THAT THEY WOULD ASSUME WITH RETARDED STUDENTS SHOULD ANSWER THE REMAINING FOUR QUESTIONS.

4. Which of the following skills/knowledges do you feel would be most useful <u>for you</u> to acquire in working with the educable retarded students to foster their successful career development? (Check only those you feel are <u>major</u> needs).

____ Knowledge about career education, its concepts, and infusion
____ Knowledge about mental retardation (its causes)
____ How to adapt/modify existing instruction and materials for these students
____ How to individualize instruction
____ Their learning characteristics
____ Their personality characteristics
____ How to appropriately interact with these students
____ Jobs retarded individuals can do
____ Behavioral management techniques

____ The basic needs of these students
____ How much to expect from these students
____ How to grade special education students in regular class (standards, techniques)
____ How to explain retardation to "normal" students and gain their support in integration
____ How to manage community resources in curriculum and/or instruction
____ How to use advisory committees made up of lay persons
____ Appropriate materials/resources
____ How to infuse competency instruction into present courses
____ How to evaluate each student's competency attainment
____ How to develop goals and objectives for the career education of retarded
____ How to work with parents of retarded students
____ How to use specialized audio-visual materials
____ How to use role-playing and modeling techniques
____ How to use community personnel in competency development of students
____ Community resources
____ Other _____
____ Other _____

5. Which of the following do you feel would help you to be more effective in teaching or counseling retarded students? (Check only most important items)

___Basic skills materials
___Cassette tapes
___Programmed materials
___Educational games
___Hands-on materials
___Audio-visual materials
___Manipulative devices
___Curriculum guides
___Workbooks
___Transparencies
___How to use media equipment effectively
___Other_____
___Other_____

___Materials on their reading/ability level
___Materials providing rewards/feedback/evaluation
___Self-contained individualized modules relating to regular curriculum but meeting needs of retarded students
___Simulation games
___Work sheets
___Simplified pamphlets
___Filmstrips
___Case studies
___How to manage media in curriculum (logistics)
___Materials available within the community that are used by all citizens

6. Which of the following do you consider the most useful types of assistance for you to be more effective in teaching or counseling retarded students? (Check only most useful items)

____ Receiving preservice and inservice assistance from special educators
____ Team teaching
____ Methods and materials consultant
____ Resource room teachers
____ Parents assistance
____ Community personnel assistance
____ Paraprofessional assistance (teacher aides, etc.)
____ Assistance from a production staff for individualized materials (typing, layout, printing, collating)
____ Visitations to other program sites
____ Administrative approval and/or encouragement
____ Other _____

7. How could the special education teacher best assist you* in providing appropriate educational experiences for educable retarded students? (Check appropriate items)

____ By sharing relevant information on the students' basic academic skills, values, attitudes
____ By team teaching in the classroom
____ By working cooperatively with the students' parents

____ By generating modified materials for retarded students which follow the scope and sequence of your regular curriculum
____ By providing out of class tutoring and supplemental activities to the retarded student which would allow him to keep up with his regular class counterparts
____ By meeting with you weekly to coordinate and plan special learning and/or counseling activities for the student
____ Other _____
____ Other _____

*NOTE: This question is for all personnel. Special education teachers should answer in regard to the kind of assistance they feel they can give regular class teachers. Administrators should respond according to their perceptions of the special education teacher's role.

PLEASE MAKE ANY ADDITIONAL COMMENTS BELOW.

APPENDIX B

TABLES 1-12

TABLE 1

Appropriate Personnel to Assist in Competency Acquisition

ALL GRADE LEVELS - ALL SCHOOLS

PERSONNEL CATEGORIES[1]

Competencies	Admin. (reg.-spec.)	Coun-selors	Regular Teachers											Spec. Educ. Teach.
			Art	Bus.	Home Econ.	Voc. Educ.	Lang. Arts	Math.	Music.	P.E.	Sci.	Soc. Stud.	Unif. Stud.	
N =	19	21	14	8	18	22	34	19	12	21	17	18	2	25
Manage family finances	36	14	0	63	83*	9	9	79*	8	5	18	28	0	72
Care home furnish./equip.	21	19	21	25	89*	68	29	5	17	10	41	11	0	56
Care for personal needs	53	24	14	13	100*	41	24	5	17	71	29	22	0	72
Family & child care	15	14	0	0	72	9	6	0	8	10	24	17	0	40
Food preparation & buying	21	24	0	0	100*	4	15	10	0	0	24	11	0	52
Engage in civic activities	37	19	7	0	17	18	12	10	50	14	18	50	50	40
Utilize recreation time	41	24	79*	0	44	45	20	16	83*	86*	29	11	0	52
Achieve self-awareness	63	81*	86*	13	56	45	62	26	92*	71	35	56	100*	76*
Acquire self-confidence	84*	81*	86*	25	78*	73	62	53	83*	100*	65	67	100*	80*
Socially respon. behavior	74	76*	36	25	61	41	50	42	75*	71	47	61	100*	88*
Exhibit interper. skills	47	62	43	13	44	27	41	21	58	33	18	22	0	72
Achieve indep. functioning	41	38	29	0	22	27	15	16	42	38	35	28	0	76*
Dec.-making, prob. solving	63	52	50	13	39	45	47	58	25	28	41	56	50	84*
Communicate adequately	53	52	50	38	11	41	85*	37	67	48	29	56	100*	88*
Occup. know. & exploration	37	71	14	38	50	64	12	26	8	14	29	28	0	68
Approp. occup. decisions	41	81*	0	13	17	36	12	26	0	10	12	22	50	76*
Approp. work behaviors	53	38	57	38	67	77*	44	53	58	33	53	44	0	88*
Acquire phys. & man. skills	37	19	43	13	28	64	6	5	17	71	35	6	0	36
Seek/secure employment	53	33	0	25	22	23	9	5	8	5	12	28	0	56
Read adequately	21	5	0	13	0	4	70	5	0	5	24	11	50	92*
Spell adequately	21	10	0	13	0	4	59	0	0	0	12	6	50	80*
Compute adequately	26	5	0	25	6	14	6	74	0	0	18	0	0	72
Engage in consumer educat.	21	24	0	25	72	14	12	26	25	14	18	17	0	48
Utilize commu. resources	41	48	0	0	33	4	0	0	0	5	18	17	0	60

[1]Percent of teachers responding "yes" to each competency.

*Personnel categories with at least 75% responding "yes" to this competency.

TABLE 2

Appropriate Personnel to Assist in Competency Acquisition

SENIOR HIGH - ALL SCHOOLS

PERSONNEL CATEGORIES[1]

			Regular Teachers											
Competencies N =	Admin. (reg.-spec.) 10	Coun-selors 14	Art 8	Bus. 7	Home Econ. 9	Voc. Educ. 16	Lang. Arts 17	Math. 10	Music 8	P.E. 13	Sci. 8	Soc. Stud. 9	Unif. Stud. 0	Spec. Educ. Teach. 15
Manage family finances	40	21	0	57	100*	6	12	80*	12	8	12	11	0	87*
Care home furnish./equip.	10	29	25	29	89*	62	41	0	25	15	38	0	0	60
Care for personal needs	30	29	25	14	100*	44	12	0	12	62	38	22	0	80*
Family & child care	10	21	0	0	78*	12	59	0	12	8	38	0	0	40
Food preparation & buying	20	29	38	14	100*	6	18	0	0	0	38	0	0	60
Engage in civic activities	40	29	12	0	22	19	24	10	50	23	25	56	0	47
Utilize recreation time	40	14	75*	0	44	44	12	10	75*	92*	25	11	0	60
Achieve self-awareness	60	79*	100*	14	67	50	59	20	88*	62	50	67	0	87*
Acquire self-confidence	70	79*	75*	29	67	75*	53	60	75*	100*	75*	78*	0	80*
Socially respon. behavior	80*	71	25	29	67	38	41	40	75*	62	50	78*	0	93*
Exhibit interper. skills	50	57	38	14	44	25	47	10	75*	38	25	22	0	67
Achieve indep. functioning	40	29	38	0	22	31	6	20	50	38	50	33	0	80*
Dec.-making, prob. solving	50	43	38	14	33	50	53	40	38	23	75*	44	0	87*
Communicate adequately	60	50	62	43	11	50	88*	40	60	38	25	44	0	87*
Occup. know. & exploration	40	71	25	43	44	56	18	10	12	23	38	22	0	73
Approp. occup. decisions	50	79*	0	0	22	19	18	10	0	8	25	11	0	80*
Approp. work behaviors	50	36	50	43	89*	69	35	30	75*	31	50	33	0	87*
Acquire phys. & man. skills	40	14	62	14	33	62	6	0	25	77*	50	0	0	47
Seek/secure employment	70	36	0	29	33	31	12	0	12	8	25	22	0	67
Read adequately	20	7	0	14	0	0	59	0	0	8	12	11	0	87*
Spell adequately	10	14	0	14	0	6	71	0	0	0	0	0	0	73
Compute adequately	10	7	0	29	0	19	6	70	0	0	0	0	0	93*
Engage in consumer educat.	20	29	0	29	89*	12	12	10	12	8	12	0	0	60
Utilize commu. resources	50	43	0	0	44	6	0	0	0	8	38	11	0	73

[1]Percent of teachers responding "yes" to each competency.

*Personnel categories with at least 75% responding "yes" to this competency.

TABLE 3

Appropriate Personnel to Assist in Competency Acquisition

JUNIOR HIGH - ALL SCHOOLS

PERSONNEL CATEGORIES[1]

Competencies	Admin. (reg.-spec.)	Coun-selors	Regular Teachers											Spec. Educ. Teach.
			Art	Bus.	Home Econ.	Voc. Educ.	Lang. Arts	Math.	Music	P.E.	Sci.	Soc. Stud.	Unif. Stud.	
N =	9	7	0	1	9	6	17	9	4	8	9	9	2	10
Manage family finances	22	0	0	100*	67	17	6	78*	0	0	22	44	0	50
Care home furnish./equip.	33	0	17	0	89*	83*	18	11	0	0	44	22	0	50
Care for personal needs	78*	14	0	0	100*	33	35	11	25	75*	22	22	0	60
Family & child care	22	0	0	0	67	0	6	0	0	12	11	33	0	40
Food preparation & buying	22	14	0	0	100*	0	12	22	0	0	11	22	0	40
Engage in civic activities	33	0	0	0	11	17	0	11	50	0	11	44	50	30
Utilize recreation time	44	43	83*	0	44	50	29	22	100*	75*	33	11	0	40
Achieve self-awareness	67	86*	67	0	44	33	65	33	100*	88*	22	44	100*	60
Acquire self-confidence	100*	86*	100*	0	89*	67	71	44	100*	100*	56	56	100*	80*
Socially respon. behavior	67	86*	33	0	56	50	59	44	75*	88*	44	44	100*	80*
Exhibit interper. skills	44	71	33	0	44	33	35	33	25	25	11	22	0	80*
Achieve indep. functioning	44	57	17	0	22	17	24	11	25	38	22	22	0	70
Dec.-making, prob. solving	78*	71	67	0	44	33	41	78*	0	38	11	67	50	80*
Communicate adequately	44	57	33	0	11	17	82*	33	75*	62	33	67	100*	90*
Occup. know. & exploration	33	71	0	0	56	83*	6	44	0	0	22	33	0	60
Approp. occup. decisions	33	86*	0	100*	11	83*	6	44	0	12	0	33	50	70
Approp. work behaviors	56	43	67	0	67	100*	53	78*	25	38	56	56	0	90*
Acquire phys. & man. skills	33	29	17	0	22	67	6	11	0	62	22	11	0	20
Seek/secure employment	33	29	0	0	11	0	6	11	0	0	0	33	0	40
Read adequately	22	0	0	0	0	17	82*	11	0	0	33	11	50	100*
Spell adequately	33	0	0	0	0	0	47	0	0	0	22	11	50	90*
Compute adequately	44	0	0	0	11	0	6	78*	0	0	33	0	0	40
Engage in consumer educat.	22	14	0	0	56	17	12	44	50	25	22	33	0	30
Utilize commu. resources	33	57	0	0	22	0	0	0	0	0	0	22	0	40

[1]Percent of teachers responding "yes" to each competency.

*Personnel categories with at least 75% responding "yes" to this competency.

TABLE 4

Appropriate Personnel to Assist in Competency Acquisition

JUNIOR AND SENIOR HIGH SCHOOLS - LARGE

PERSONNEL CATEGORIES[1]

Competencies	Admin. (reg.-spec.)	Coun-selors	Regular Teachers											Spec. Educ. Teach.
			Art	Bus.	Home Econ.	Voc. Educ.	Lang. Arts	Math.	Music	P.E.	Sci.	Soc. Stud.	Unif. Stud.	
N =	11	11	7	2	7	12	18	10	8	11	8	8	0	13
Manage family finances	27	9	0	100*	86*	8	11	80*	0	0	25	50	0	100*
Care home furnish./equip.	18	18	28	50	100*	50	17	10	12	9	62	12	0	69
Care for personal needs	36	27	0	0	100*	42	33	10	12	82*	25	25	0	77*
Family & child care	0	18	0	0	57	17	6	0	0	9	25	12	0	54
Food preparation & buying	9	27	0	0	100*	8	11	10	0	0	25	25	0	69
Engage in civic activities	36	18	0	0	28	8	17	20	62	18	0	62	0	46
Utilize recreation time	45	9	86*	0	43	33	17	20	88*	73	38	0	0	62
Achieve self-awareness	54	73	86*	0	57	33	67	40	88*	64	62	75*	0	85*
Acquire self-confidence	82*	64	71	0	57	67	83*	70	75*	100*	62	88*	0	77*
Socially respon. behavior	91*	73	28	50	43	42	61	70	62	64	50	88*	0	92*
Exhibit interper. skills	45	54	28	0	57	17	61	30	50	36	25	25	0	77*
Achieve indep. functioning	45	27	28	0	28	33	6	20	25	18	25	50	0	77*
Dec.-making, prob. solving	73	45	43	50	57	50	33	70	25	9	38	62	0	85*
Communicate adequately	45	54	43	0	14	42	83*	70	50	45	38	75*	0	92*
Occup. know. & exploration	36	64	14	50	71	58	11	20	0	0	38	25	0	62
Approp. occup. decisions	45	82*	0	0	28	25	17	10	0	9	12	38	0	85*
Approp. work behaviors	54	45	28	0	86*	75*	56	80*	50	45	62	50	0	92*
Acquire phys. & man. skills	18	27	43	0	43	58	11	10	25	73	50	12	0	46
Seek/secure employment	54	27	0	100*	28	33	6	10	12	0	12	38	0	54
Read adequately	27	0	0	50	0	8	39	10	0	0	25	12	0	85*
Spell adequately	18	0	0	50	0	8	39	0	0	0	25	12	0	77*
Compute adequately	18	0	0	100*	0	25	6	80*	0	0	25	0	0	77*
Engage in consumer educat.	18	18	0	50	71	8	11	30	25	18	38	25	0	54
Unitize commu. resources	64	54	0	0	57	8	0	0	0	0	25	38	0	77*

[1]Percent of teachers responding "yes" to each competency.

*Personnel categories with at least 75% responding "yes" to this competency.

TABLE 5

Appropriate Personnel to Assist in Competency Acquisition

SENIOR HIGH SCHOOLS - LARGE

PERSONNEL CATEGORIES[1]

			Regular Teachers											
Competencies	Admin. (reg.-spec.)	Coun-selors	Art	Bus.	Home Econ.	Voc. Educ.	Lang. Arts	Math.	Music	P.E.	Sci.	Soc. Stud.	Unif. Stud.	Spec. Educ. Teach.
N =	7	7	4	2	4	9	9	5	5	7	4	4	0	10
Manage family finances	43	14	0	100*	100*	11	22	80*	0	0	0	25	0	100*
Care home furnish./equip.	14	28	25	50	100*	44	22	0	20	14	50	0	0	100*
Care for personal needs	28	28	0	0	100*	56	22	0	0	71	25	0	0	80*
Family & child care	0	28	0	0	50	22	11	0	0	0	25	0	0	50
Food preparation & buying	14	28	0	0	100*	11	22	0	0	0	50*	0	0	70
Engage in civic activities	43	28	0	0	50	11	33	20	60	28	0	75*	0	50
Utilize recreation time	43	0	75*	0	50	33	22	20	80*	86*	50	0	0	70
Achieve self-awareness	57	71	100*	0	75*	33	56	20	80*	57	75*	100*	0	90*
Acquire self-confidence	71	57	50	0	50	78*	78*	60	60	100*	75*	100*	0	80*
Socially respon. behavior	86*	57	25	50	50	44	56	60	60	57	50	100*	0	100*
Exhibit interper. skills	43	43	25	0	50	22	67	20	80*	43	25	25	0	70
Achieve indep. functioning	28	14	50	0	50	44	11	20	40	28	25	50	0	80*
Dec.-making, prob. solving	57	43	25	50	50	67	67	60	40	14	50	50	0	90*
Communicate adequately	57	43	75*	0	25	56	89*	80*	40	28	50	75*	0	90*
Occup. know. & exploration	43	57	25	50	75*	44	22	0	0	0	50	25	0	70
Approp. occup. decisions	57	71	0	0	50	11	11	0	0	0	25	25	0	90*
Approp. work behaviors	57	28	0	0	100*	67	22	60	60	28	50	50	0	90*
Acquire phys. & man. skills	28	14	50	0	75*	67	11	0	40	86*	75*	0	0	60
Seek/secure employment	71	43	0	100*	50	44	11	0	20	0	25	25	0	90*
Read adequately	28	0	0	50	0	0	67	0	0	0	0	0	0	80*
Spell adequately	14	0	0	50	0	11	78*	0	0	0	0	0	0	70
Compute adequately	14	0	0	100*	0	33	11	60	0	0	0	0	0	90*
Engage in consumer educat.	28	14	0	50	100*	0	11	20	0	0	25	0	0	60
Utilize commu. resources	71	57	0	0	75*	11	0	0	0	0	50	25	0	90*

[1]Percent of teachers responding "yes" to each competency.

*Personnel categories with at least 75% responding "yes" to this competency.

TABLE 6

Appropriate Personnel to Assist in Competency Acquisition

JUNIOR HIGH SCHOOLS - LARGE

PERSONNEL CATEGORIES[1]

			Regular Teachers											
Competency	Admin. (reg.-spec.)	Coun-selors	Art	Bus.	Home Econ.	Voc. Educ.	Lang. Arts	Math.	Music	P.E.	Sci.	Soc. Stud.	Unif. Stud.	Spec. Educ. Teach.
N =	4	4	3	0	3	3	9	5	3	4	4	4	0	3
Manage family finances	0	0	0	0	0	0	0	80*	0	0	50	75*	0	100*
Care home furnish./equip.	25	0	33	0	100*	67	11	20	0	0	75*	25	0	67
Care for personal needs	50	25	0	0	100*	0	44	20	33	100*	25	50	0	67
Family & child care	0	0	0	0	67	0	11	0	0	25	25	25	0	67
Food preparation & buying	0	25	0	0	100*	0	11	20	0	0	0	50	0	67
Engages in civic activities	25	0	0	0	0	0	0	20	67	0	0	50*	0	33
Utilize recreation time	50	25	100*	0	33	33	22	20	100*	50	25	0	0	33
Achieve self-awareness	50	75*	67	0	33	23	78*	60	100*	75*	50	50	0	67
Acquire self-confidence	100*	75*	100*	0	67	33	89*	80*	100*	100*	50	75*	0	67
Socially respon. behavior	100*	100*	33	0	33	33	67	80*	67	75*	50	75*	0	67
Exhibit interper. skills	50	75*	33	0	67	0	56	40	0	25	25	25	0	100*
Achieve indep. functioning	75*	50*	0	0	0	0	33	20	0	0	25	50	0	67
Dec.-making, prob. solving	100*	50	67	0	67	0	56	80*	0	0	25	75*	0	67
Communicate adequately	25	75*	0	0	0	0	78*	60	67	75*	25	75*	0	100*
Occup. know. & exploration	25	75*	0	0	100*	0	44	20	33	100*	25	50	0	67
Approp. occup. decisions	25	100*	0	0	0	67	11	20	0	25	0	50	0	67
Approp. work behaviors	50	75*	67	0	67	100*	89*	100*	33	75*	75*	50	0	100*
Acquire phys. & man. skills	0	50*	33	0	0	33	11	20	0	50	25	25	0	0
Seek/secure employment	25	0	0	0	0	0	11	20	0	0	0	50	0	33
Read adequately	25	0	0	0	0	33	67*	20	0	0	50	25	0	100*
Spell adequately	25	0	0	0	0	0	33	0	0	0	50	25	0	100*
Compute adequately	25	0	0	0	0	0	0	100*	0	0	50	0	0	33
Engage in consumer educat.	0	25	0	0	33	33	11	40	67	50	50	50	0	33
Utilize commu. resources	50	50	0	0	33	0	0	0	0	0	0	50	0	33

[1]Percent of teachers responding "yes" to each competency.

*Personnel categories with at least 75% responding "yes" to this competency.

TABLE 7

Appropriate Personnel to Assist in Competency Acquisition

JUNIOR AND SENIOR HIGH SCHOOLS - MEDIUM

PERSONNEL CATEGORIES[1]

Competencies	Admin. (reg.-spec.)	Coun-selors	Regular Teachers											Spec. Educ. Teach.
			Art	Bus.	Home Econ.	voc. Educ.	Lang. Arts	Math.	Music	P.E.	Sci.	Soc. Stud.	Unif. Stud.	
N =	4	6	4	3	7	4	8	4	2	4	3	5	2	9
Manage family finances	25	0	0	33	86*	25	0	75*	50	25	33	0	0	44
Care home furnish./equip.	25	33	25	0	71	100*	50	0	0	25	0	0	0	33
Care for personal needs	75*	17	50	0	100*	25	0	0	50	50	67	20	0	56
Family & child care	25	17	0	0	86*	0	0	0	50	0	67	0	0	11
Food preparation & buying	50	33	0	0	100*	0	0	0	0	0	33	0	0	33
Engage in civic activities	50	17	0	0	14	0	12	0	50	25	33	0	50	33
Utilize recreation time	50	33	75*	0	43	100*	0	0	100*	100*	33	0	0	44
Achieve self-awareness	100*	100*	75*	0	43	75*	75*	25	100*	100*	33	60	100*	56
Acquire self-confidence	75*	100*	100*	33	86*	100*	25	75*	100*	100*	67	80*	100*	78*
Socially respon. behavior	50	67	50	0	57	50	43	25	100*	75*	33	60	100*	89*
Exhibit interper. behavior	50	83*	50	0	43	25	25	0	100*	25	0	20	0	67
Achieve indep. functioning	50	50	50	0	28	25	0	25	50	75*	100*	0	0	78*
Dec.-making, prob. solving	50	67	50	0	28	25	43	25	50	50	67	60	50	78*
Communicate adequately	50	50	75*	33	14	25	88*	0	100*	25	0	40	100*	78*
Occup. know. & exploration	75*	83*	0	33	28	100*	0	25	50	25	33	20	0	89*
Approp. occup. decisions	75*	67	0	33	14	50	0	25	0	25	33	0	50	89*
Approp. work behaviors	75*	33	75*	33	57	100*	50	0	100*	25	67	40	0	89*
Acquire phys. & man. skills	75*	17	50	33	28	100*	0	0	0	50*	33	0	0	22
Seek/secure employment	75*	50	0	0	14	0	0	0	0	25	33	0	0	67
Read adequately	25	17	0	0	0	0	75*	0	0	0	33	0	50	100*
Spell adequately	25	17	0	0	0	0	71	0	0	0	0	0	50	78*
Compute adequately	0	17	0	0	14	0	0	75*	0	0	0	0	0	56
Engage in consumer educat.	0	33	0	0	71	25	0	0	50	25	0	20	0	56
Utilize commu. resources	0	67	0	0	28	0	0	0	0	0	33	0	0	44

[1]Percent of teachers responding "yes" to each competency.

*Personnel categories with at least 75% responding "yes" to this competency.

TABLE 8

Appropriate Personnel to Assist in Competency Acquisition

SENIOR HIGH SCHOOLS - MEDIUM

PERSONNEL CATEGORIES[1]

Competencies	Admin. (reg.-spec.)	Coun-selors	Regular Teachers											Spec. Educ. Teach.
			Art	Bus.	Home Econ.	Voc. Educ.	Lang. Arts	Math.	Music	P.E.	Sci.	Soc. Stud.	Unif. Stud.	
N =	1	4	2	2	3	2	6	3	2	3	2	3	0	3
Manage family finances	0	25	0	0	100*	0	0	100*	50	33	50	0	0	67
Care home furnish./equip.	0	50	50	0	67	100*	67	0	0	33	0	0	0	33
Care for personal needs	0	25	100*	0	100*	0	0	0	50	67	100*	33	0	67
Family & child care	0	25	0	0	100*	0	0	0	50	0	100*	0	0	0
Food preparation & buying	0	50	0	0	100*	0	0	0	0	0	50	0	0	33
Engage in civic activities	0	25	0	0	0	0	17	0	50	33	50	0	0	33
Utilize recreation time	0	25	100*	0	33	100*	0	0	100*	100*	0	0	0	33
Achieve self-awareness	100*	100*	100*	0	33	100*	67	33	100*	100*	50	33	0	67
Acquire self-confidence	0	100*	100*	50	67	100*	0	100*	100*	100*	50	67	0	67
Socially respon. behavior	0	75*	50	0	67	0	33	33	100*	67	50	67	0	67
Exhibit interper. behavior	0	75*	50	0	33	0	33	0	100*	33	0	0	0	67
Achieve indep. functioning	100*	50	50	0	0	0	0	33	50	67	100*	0	0	67
Dec.-making, prob. solving	0	50	50	0	0	0	50	33	50	33	100*	33	0	67
Communicate adequately	0	50	100*	50	0	0	83*	0	100*	33	0	0	0	67
Occup. know. & exploration	100*	100*	0	50	0	100*	0	33	50	33	50	0	0	100*
Approp. occup. decisions	100*	75*	0	0	0	0	0	33	0	33	50	0	0	100*
Approp. work behaviors	100*	50	100*	50	67	100*	50	0	100*	33	50	0	0	100*
Acquire phys. & man. skills	100*	25	100*	50	0	100*	0	0	0	67	50	0	0	0
Seek/secure employment	100*	25	0	0	0	0	0	0	0	33	50	0	0	100*
Read adequately	0	25	0	0	0	0	67	0	0	0	50	0	0	100*
Spell adequately	0	25	0	0	0	0	67	0	0	0	0	0	0	67
Compute adequately	0	25	0	0	0	0	0	100*	0	0	0	0	0	100*
Engage in consumer educat.	0	50	0	0	67	50	0	0	50	33	0	0	0	100*
Utilize commu. resources	0	50	0	0	33	0	0	0	0	0	50	0	0	33

[1]Percent of teachers responding "yes" to each competency.

*Personnel categories with at least 75% responding "yes" to this competency.

TABLE 9

Appropriate Personnel to Assist in Competency Acquisition

JUNIOR HIGH SCHOOLS - MEDIUM

PERSONNEL CATEGORIES[1]

Competencies	N =	Admin. (reg.-spec.) 3	Coun-selors 2	Regular Teachers											Spec. Educ. Teach. 6
				Art 2	Bus. 1	Home Econ. 4	Voc. Educ. 2	Lang. Arts 2	Math. 1	Music 0	P.E. 1	Sci. 1	Soc. Stud. 2	Unif. Stud. 2	
Manage family finances		33	0	0	100*	75*	50	0	0	0	0	0	0	0	33
Care home furnish./equip.		33	0	0	0	75*	100*	0	0	0	0	0	0	0	33
Care for personal needs		100*	0	0	0	100*	50	0	0	0	0	0	0	0	50
Family & child care		33	0	0	0	75*	0	0	0	0	0	0	0	0	17
Food preparation & buying		67	0	0	0	100*	0	0	0	0	0	0	0	0	33
Engage in civic activities		67	0	0	0	25	0	0	0	0	0	0	0	0	33
Utilize recreation time		67	50	0	50	50	100*	0	0	0	100*	100*	0	0	50
Achieve self-awareness		100*	100*	50	0	50	50	100*	0	0	100*	0	100*	100*	50
Acquire self-confidence		100*	100*	100*	0	100*	100*	100*	0	0	100*	100*	100*	100*	50
Socially respon. behavior		67	50	50	0	50	100*	50	0	0	100*	100*	50	100*	100*
Exhibit interper. behavior		67	100*	50	0	50	50	0	0	0	0	0	50	0	67
Achieve indep. functioning		33	50	50	0	50	50	0	0	0	100*	100*	0	0	83*
Dec.-making, prob. solving		67	100*	50	0	50	50	0	0	0	100*	0	100*	50	83*
Communicate adequately		67	50	50	0	25	50	100*	0	0	0	0	100*	100*	83*
Occup. know. & exploration		67	50	0	0	50	100*	0	0	0	0	0	50	0	83*
Approp. occup. decisions		67	50	0	100*	25	100*	0	0	0	0	0	0	50	83*
Approp. work behaviors		67	0	50	0	50	100*	50	0	0	0	100*	100*	0	83*
Acquire phys. & man. skills		67	0	0	0	50	100*	0	0	0	0	0	0	0	33
Seek/secure employment		67	100*	0	0	25	0	0	0	0	0	0	0	0	30
Read adequately		33	0	0	0	0	0	100*	0	0	0	0	0	50	100*
Spell adequately		33	0	0	0	0	0	50	0	0	0	0	0	50	83*
Compute adequately		67	0	0	0	25	0	0	0	0	0	0	0	0	50
Engage in consumer educat.		67	0	0	0	75*	0	0	0	0	0	0	50	0	33
Utilize commu. resources		33	100*	0	0	25	0	0	0	0	0	0	0	0	50

[1]Percent of teachers responding "yes" to each competency.

*Personnel categories with at least 75% responding "yes" to this competency.

TABLE 10

Appropriate Personnel to Assist in Competency Acquisition

JUNIOR AND SENIOR HIGH SCHOOLS - SMALL

PERSONNEL CATEGORIES[1]

Competencies	Admin. (reg.-spec.)	Coun-selors	REGULAR TEACHERS											Spec. Educ. Teach.
			Art	Bus.	Home Econ.	Voc. Educ.	Lang. Arts	Math.	Music	P.E.	Sci.	Soc. Stud.	Unif. Stud.	
N =	4	4	3	3	4	6	8	5	2	6	6	5	0	3
Manage family finances	50	25	0	67	75*	0	12	80*	0	0	0	20	0	33
Care home furnish./equip.	25	0	0	33	100*	83*	38	0	50	0	33	20	0	67
Care for personal needs	75*	25	0	33	100*	50	25	0	0	67	17	20	0	100*
Family & child care	50	0	0	0	75*	0	0	0	50	17	0	40	0	67
Food preparation & buying	25	0	0	0	100*	0	25	20	0	0	17	0	0	35
Engage in civic activities	25	25	33	0	0	50	0	0	0	0	33	80*	0	33
Utilize recreation time	25	50	67	0	50	33	38	20	50	100*	17	40	0	33
Achieve self-awareness	50	75	100*	33	75*	50	38	0	100*	67	0	20	0	100*
Acquire self-confidence	100*	100*	100*	33	100*	67	50	0	100*	100*	67	20	0	100*
Socially respon. behavior	50	100*	33	33	100	33	38	0	100*	83*	33	20	0	67
Exhibit interper. behavior	50	50	67	33	25	50	12	20	50	33	17	20	0	67
Achieve indep. functioning	25	50	0	0	0	17	12	0	50	50	17	20	0	67
Dec.-making, prob. solving	50	50	67	0	25	50	25	60	50	50	50	40	0	100*
Communicate adequately	75*	50	33	67	0	50	88*	0	100*	67	33	40	0	100*
Occup. know. & exploration	0	75*	33	33	50	50	25	40	0	33	17	40	0	33
Approp. occup. decisions	0	100*	0	0	0	50	25	60	0	0	0	20	0	0
Approp. work behaviors	25	25	100*	67	100*	67	12	40	50	17	33	40	0	67
Acquire phys. & man. skills	50	0	33	0	0	50	0	0	50	83*	17	0	0	33
Seek/secure employment	25	25	0	0	25	17	12	0	0	0	0	40	0	33
Read adequately	0	0	0	0	0	0	75*	0	0	17	17	20	0	100*
Spell adequately	25	25	0	0	0	0	62	0	0	0	0	0	0	100*
Compute adequately	25	0	0	0	0	0	12	60	0	0	0	0	0	67
Engage in consumer educa	0	25	0	33	75*	17	25	40	0	0	17	0	0	0
Utilize commu. resources	0	0	0	0	0	0	0	0	0	17	0	0	0	33

[1]Percent of teachers responding "yes" to each competency.

*Personnel categories with at least 75% responding "yes" to this competency.

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TABLE 11

Appropriate Personnel to Assist in Competency Acquisition

SENIOR HIGH SCHOOLS - SMALL

PERSONNEL CATEGORIES[1]

Competencies	N =	Admin. (reg.-spec.) 2	Coun-selors 3	Regular Teachers											Spec. Educ. Teach. 2
				Art 2	Bus. 3	Home Econ. 2	Voc. Educ. 5	Lang. Arts 2	Math. 2	Music 1	P.E. 3	Sci. 2	Soc. Stud. 2	Unif. Stud. 0	
Manage family finances		50	33	0	67	100*	0	0	50	0	0	0	0	0	50
Care home furnish./equip.		0	0	0	33	100*	80*	50	0	100*	0	50	0	0	50
Care for personal needs		50	33	0	33	100*	40	0	0	0	67	0	50	0	100*
Family & child care		50	0	0	0	100*	0	0	0	0	33	0	0	0	50
Food preparation & buying		50	0	0	0	100*	0	50	0	0	0	0	0	0	50
Engage in civic activities		50	33	50	0	0	40	0	0	0	0	50	100*	0	50
Utilize recreation time		50	33	50	0	50	40	0	0	0	100*	0	50	0	50
Achieve self-awareness		50	67	100*	33	100*	60	50	0	100*	33	0	50	0	100*
Acquire self-confidence		100*	100*	100*	33	100*	60	100*	0	100*	100*	100*	50	0	100*
Socially respon. behavior		100*	100*	0	33	100*	40	0	0	100*	67	50	50	0	50
Exhibit interpers. skills		100*	67	50	33	0	40	0	0	0	33	50	50	0	50
Achieve indep. functioning		50	33	0	0	0	20	0	0	100*	33	50	50	0	100*
Dec.-making, prob. solving		50	33	50	0	50	40	0	0	0	33	100*	50	0	100*
Communicate adequately		100*	67	0	67	0	60	100*	0	100*	67	0	50	0	100*
Occup. know. & exploration		0	67	50	33	50	60	50	0	0	67	0	50	0	50
Approp. occup. decisions		0	100*	0	0	0	40	100*	0	0	0	0	0	0	0
Approp. work behaviors		0	33	100*	67	100*	60	50	0	100*	33	50	50	0	50
Acquire phys. & man. skills		50	0	50	0	0	40	0	0	0	67	0	0	0	50
Seek/secure employment		50	33	0	0	50	20	50	0	0	0	0	50	0	50
Read adequately		0	0	0	0	0	0	0	0	0	33	0	50	0	100*
Spell adequately		0	33	0	0	0	0	50	0	0	0	0	0	0	100*
Compute adequately		0	0	0	0	0	0	0	50	0	0	0	0	0	100*
Engage in consumer educat.		0	33	0	33	100*	20	50	0	0	0	0	0	0	0
Utilize commu. resources		0	0	0	0	0	0	0	0	0	33	0	0	0	50

[1]Percent of teachers responding "yes" to each competency.

*Personnel categories with at least 75% responding "yes" to this competency.

TABLE 12

Appropriate Personnel to Assist in Competency Acquisition

JUNIOR HIGH SCHOOLS - SMALL

PERSONNEL CATEGORIES[1]

Competencies	Admin. (reg.-spec.)	Coun-selors	Regular Teachers											Spec. Educ. Teach.
			Art	Bus.	Home Econ	Voc. Educ.	Lang. Arts	Math.	Music	P.E.	Sci.	Soc. Stud.	Unif. Stud.	
N =	2	1	1	0	2	1	6	3	1	3	4	3	0	1
Manage family finances	50	0	0	0	50	0	17	100*	0	0	0	33	0	0
Care home furnish./equip.	50	0	0	0	100*	100*	33	0	0	0	25	33	0	100*
Care for personal needs	100*	0	0	0	100*	100*	33	0	0	67	25	0	0	100*
Family & child care	50	0	0	0	50	0	0	0	0	0	0	67	0	100*
Food preparation & buying	0	0	0	0	100*	0	17	33	0	0	25	0	0	0
Engage in civic activities	0	0	0	0	0	100*	0	0	0	0	25	67	0	0
Utilize recreation time	0	100*	100*	0	50	0	50	33	100*	100*	25	33	0	0
Achieve self-awareness	50	100*	100*	0	50	0	0	0	100*	100*	0	0	0	100*
Acquire self-confidence	100*	100*	100*	0	100*	100*	33	0	100*	100*	50	0	0	100*
Socially respon. behavior	0	100*	100*	0	100*	0	50	0	100*	100*	25	0	0	0
Exhibit interpers. skills	0	0	100*	0	0	100*	17	33	100*	33	0	0	0	100*
Achieve indep. functioning	0	100*	0	0	0	0	17	0	100*	67	0	0	0	0
Dec.-making, prob. solving	50	100*	100*	0	0	100*	33	100*	0	67	0	33	0	100*
Communicate adequately	50	0	100*	0	0	0	83*	0	100*	67	50	33	0	100*
Occup. know. & exploration	0	100*	0	0	50	0	17	67	0	0	25	33	0	0
Approp. occup. decisions	0	100*	0	0	0	100*	0	100*	0	0	0	33	0	0
Approp. work behaviors	50	0	100*	0	100*	100*	33	67	0	0	25	33	0	100*
Acquire phys. & man, skills	50	100*	0	0	0	100*	0	0	0	100*	25	0	0	0
Seek/secure employment	0	0	0	0	0	0	0	0	0	0	0	33	0	0
Read adequately	0	0	0	0	0	0	100*	0	0	0	25	0	0	100*
Spell adequately	50	0	0	0	0	0	67	0	0	0	0	0	0	100*
Compute adequately	50	0	0	0	0	0	17	67	0	0	25	0	0	0
Engage in consumer educat.	0	0	0	0	50	0	17	67	0	0	0	0	0	0
Utilize commu. resources	0	0	0	0	0	0	0	0	0	0	0	0	0	0

[1]Percent of teachers responding "yes" to each competency.

*Personnel categories with at least 75% responding "yes" to this competency.

APPENDIX C

TABLE 13

TABLE 13
Major Barriers to Successful Integration of EMR Students
Personnel Categories[1]

	Admin. (reg.-spec.)	Coun-selors	Regular Teachers											Spec. Educ. Teach.	All Prsnl.
			Art	Bus.	Home Econ.	Voc. Educ.	Lang. Arts	Math.	Music	P.E.	Sci.	Soc. Stud.	Unif. Stud.		
N =	27	22	15	9	18	24	35	19	12	21	17	18	2	25	
No. EMR student	37	32	73*	22	44	17	31	42	42	67*	47	56*	50*	40	41
Frust. EMR student	52*	86*	73*	78*	78*	75*	71*	79*	42	67*	59*	78*	100*	72*	70*
Limited materials	41	23	13	33	56*	54*	54*	32	33	14	29	39	50*	48	38
Lost in shuffle	48	68*	47	33	39	54*	60*	58*	67*	62*	47	50*	100*	56*	54*
Social interaction	52*	36	47	33	17	25	34	42	25	14	24	33	0	40	33
Lack motivat./succ.	33	41	27	33	17	25	46	37	42	33	29	44	0	36	34
Extra time required	56*	32	53*	78*	83*	79*	57*	63*	50*	38	59*	72*	50*	56*	59*
Untrained personnel	70*	45	60*	78*	78*	67*	60*	89*	75*	43	59*	56*	100*	56*	63*
Teach./coun. attit.	56*	32	33	22	39	25	23	26	25	14	12	11	50*	68*	31
Other stu. attitude	52*	45	67*	56*	44	50*	60*	47	75*	38	35	50*	0	52*	51*
Time-reg. instruct.	22	18	40	56*	56*	46	43	53*	25	24	41	56*	50*	16	37
Behavior problems	18	27	40	11	11	17	17	32	17	24	47	28	50*	32	25
Safety hazards	33	9	33	11	50*	54*	6	26	0	48	24	6	0	12	24
Self-est. reg. stu.	11	9	7	0	22	17	6	5	0	5	12	11	0	16	11
No. EMR together	48	32	47	11	44	21	26	47	33	48	24	33	50*	48	36
Low abil. EMR stu.	26	36	33	56*	28	25	28	42	42	14	24	44	100*	48	33
Tech. part o/courses	30	4	33	56*	17	38	8	37	0	19	18	17	0	24	22
Read. level o/EMR	48	41	7	67*	33	67*	57*	53*	33	24	41	72*	100*	64*	48
Math level o/EMR	26	41	0	33	22	42	17	47	0	5	35	6	0	52*	26
Sup. for teacher	41	23	20	33	22	21	34	32	50*	28	24	33	50*	56*	32
Admin. attitude	30	9	7	11	17	25	6	16	17	5	18	11	50*	36	17
Parent. attitude	22	14	7	0	0	12	20	10	17	10	18	11	50*	28	15

[1]Percent of teachers responding "yes" to each barrier.

*Personnel categories with at least 50% responding "yes" to this barrier.

APPENDIX D

TABLE 14

TABLE 14

Training Needs of School Personnel

Personnel Categories[1]

	Admin. (reg-spec.)	Coun-selors	Regular Teachers											Spec. Educ. Teach.	All Prsnl.
			Art	Bus.	Home Econ.	Voc. Educ.	Lang. Arts	Math.	Music	P.E.	Sci.	Soc. Stud.	Unif. Stud.		
N =	27	22	15	9	18	24	35	19	12	21	17	18	2	25	
Knowl. re Car. Ed.	52*	41	20	33	17	21	17	21	25	14	41	22	0	68*	31
Knowl. re M.R.	44	18	33	22	44	38	26	21	17	28	29	28	50*	20	28
How modify instruct.	89*	23	67*	33	100*	54*	51*	58*	58*	71*	53*	61*	100*	56*	61*
How indiv. instruct.	37	9	20	44	28	54*	31	37	25	38	35	33	50*	48	34
Learn. charact. EMR	59*	41	47	33	61*	58*	48	53*	67*	52*	24	33	0	32	47
Prsnlty. charact.-EMR	41	36	20	11	39	42	37	47	67*	57*	29	22	0	24	37
How interact w/EMR	48	32	47	0	44	42	40	42	42	19	24	39	100*	24	36
Jobs for EMR	56*	50	20	33	56*	54*	17	21	17	19	41	22	0	56*	36
Behav. management	48	32	33	11	50*	25	26	32	25	24	24	17	0	48	31
Basic needs	37	18	33	22	22	33	37	26	25	38	24	28	0	28	30
Expectat. for EMR	44	27	47	44	67*	42	51*	58*	33	57*	29	39	50*	28	44
Grading	33	27	27	44	44	33	34	58*	17	43	24	22	0	20	33
Gain sup. from reg.	37	14	27	22	33	21	23	21	17	48	18	22	0	36	26
Manage. comm. resrcs.	37	4	7	0	22	4	3	10	0	5	18	11	0	36	13
Use advisory commit.	26	9	0	0	11	8	3	0	0	0	18	11	0	20	9
Materials/resources	41	9	20	33	50*	21	31	42	33	14	12	22	0	56*	30
Infuse comp. instr.	30	4	27	11	6	38	11	10	17	10	12	11	0	32	16
Eval. comp. attain.	41	14	20	33	33	29	14	16	17	28	24	17	100*	20	24
Dev. goals for C.E.	44	36	13	44	44	33	23	10	17	10	29	17	0	60*	30
Work w/parents	44	23	0	11	17	8	6	10	17	14	18	28	0	24	17
Use-A/V materials	22	4	7	0	22	12	8	5	25	5	12	6	0	16	11
How to role-play	15	0	7	0	17	4	6	0	0	10	18	17	0	16	9
Use o/comm. prsnl.	52*	23	0	11	22	4	6	5	8	14	18	11	0	44	18
Comm. resources	11	14	0	0	6	4	3	5	0	0	6	6	0	20	6

[1]Percent of teachers responding "yes" to each skill/knowledge.

*Personnel categories with at least 50% responding "yes" to this skill/knowledge.

APPENDIX E

TABLE 15

TABLE 15

Additional Materials to Teach/Counsel EMR Students

Personnel Categories[1]

	Admin. (reg.-spec.)	Coun-selors	Regular Teachers											Spec. Educ. Teach.	All Persnl.
			Art	Bus.	Home Econ.	Voc. Educ.	Lang. Arts	Math.	Music	P.E.	Sci.	Soc. Stud.	Unif. Stud.		
N =	27	22	15	9	18	24	35	19	12	21	17	18	2	25	264
Basic skills	44	4	20	33	39	38	46	47	25	38	35	33	0	44	36
Cassette tapes	22	14	0	0	11	4	26	5	8	0	12	17	0	16	12
Progr. materials	48	14	7	22	22	29	31	26	25	10	24	39	50*	40	28
Educat. games	26	14	20	11	50*	21	31	37	33	38	24	11	0	20	26
Hands-on mater.	41	23	33	0	22	46	20	32	8	5	53*	22	0	28	27
A/V materials	37	27	20	22	33	21	37	32	50*	28	35	11	0	36	30
Manipulat. devices	30	9	20	0	22	21	26	47	25	14	29	0	0	28	22
Curriculum guides	22	14	33	22	28	12	23	16	25	24	18	22	50*	20	21
Workbooks	18	0	7	0	17	17	23	26	0	14	29	22	100*	40	19
Transparencies	18	4	0	11	28	12	17	10	0	5	18	28	0	8	13
Use o/media equip.	30	9	7	0	6	4	17	0	8	0	18	0	0	16	10
Mat.-spe. read. level	67*	54*	40	44	61*	33	63*	32	33	19	47	56*	100*	72*	51*
Mat.-reward/evaluat.	37	41	33	11	44	21	40	21	25	38	59*	50*	50*	40	37
Module-reg./EMR	56*	14	27	11	33	29	40	21	17	19	35	17	100*	60*	33
Simulat. games	37	18	7	33	44	12	23	16	8	28	29	17	50*	8	22
Worksheets	15	0	0	11	39	29	26	26	8	5	24	22	0	24	18
Simple pamphlets	30	9	7	0	17	29	26	21	8	14	35	17	100*	24	21
Filmstrips	30	4	7	0	28	12	26	5	17	10	18	11	100*	28	17
Case studies	33	18	7	0	6	4	26	0	17	14	12	7	0	8	13
Use o/media-curr.	26	4	0	0	0	4	11	0	8	5	12	0	0	8	7
Mat. avail.-commu.	41	18	20	22	22	12	26	5	0	14	29	0	0	48	22

[1]Percent of teachers responding "yes" to each type of material.

*Personnel categories wtih at least 50% responding "yes" to this type of material.

APPENDIX F

TABLE 16

TABLE 16

Roles Personnel are Willing to Assume to Teach/Counsel EMR Students

Personnel Categories[1]

	Admin- (reg.-	Coun- selors	Regular Teachers											Spec. Educ.	All
			Art	Bus.	Home Econ.	Voc. Educ.	Lang. Arts	Math.	Music	P.E.	Sci.	Soc. Stud.	Unif. Stud.	Teach.	Prsnl.
N =	27	22	15	9	18	24	35	19	12	21	17	18	2	25	
Teach. info.-comp.	48	27	40	67*	94*	46	66*	53*	50*	62*	59*	61*	100*	84*	59*
Teach. perform.-comp.	48	14	93*	67*	100*	79*	74*	68*	67*	100*	50*	67*	100*	84*	71*
Coun. value-comp.	74*	86*	47	33	67*	42	46	42	42	67*	35	44	0	80*	56*
Coun. par. re comp.	59*	72*	13	33	33	21	14	21	25	28	29	28	0	56*	34
Train par. to help	22	27	0	22	22	17	20	10	17	10	24	28	0	48	21
Eval. acqu. o/comp.	41	4	27	22	33	21	23	21	8	19	18	17	0	44	24
Update curriculum	63*	23	47	22	67*	29	26	47	42	52*	18	44	50*	72*	43
Suprv. paraprof.	52*	4	27	11	39	12	26	21	25	33	29	11	50*	60	27
Teach. eval.-self	81*	36	13	0	17	29	26	5	8	14	29	17	0	60*	30
Teach. modif. curr.	85*	23	13	11	22	21	31	21	17	33	24	6	0	64*	32
Teach update knowl.	78*	18	20	0	22	33	20	26	17	19	24	6	0	52*	29
None	0	14	0	22	0	8	14	21	0	0	18	6	0	0	8

[1]Percent of teachers responding "yes" to each role.

*Personnel categories with at least 50% responding "yes" to this role.

APPENDIX G

TABLE 17

TABLE 17

Assistance Useful to Teach/Counsel EMR Students

Personnel Categories[1]

	Admin. (reg.-spec.)	Coun-selors	Regular Teachers											Spec. Educ. Teach.	All Persnl.
			Art	Bus.	Home Econ.	Voc Educ.	Lang. Arts	Math.	Music	P.E.	Sci.	Soc. Stud.	Unif. Stud.		
N =	27	22	15	9	18	24	35	19	12	21	17	18	2	25	
Pre/in-service	70*	54*	80*	22	67*	42	57*	68*	67*	76*	70*	78*	50*	36	61*
Team teaching	26	14	7	22	28	25	23	10	33	28	29	33	50*	28	24
Meth./mat. consult.	52*	32	40	44	50*	33	43	32	42	24	18	22	100*	52*	38
Resrc. room teach.	18	14	20	0	28	0	20	10	17	19	18	17	0	28	15
Parents	33	18	20	11	22	4	26	5	8	10	35	11	0	36	20
Commu. personnel	26	18	7	11	11	8	3	0	8	5	24	11	0	28	12
Paraprofessionals	26	27	40	33	39	42	28	42	33	33	41	28	50*	48	35
Staff/Mat. Product.	30	4	13	11	33	29	11	32	8	10	29	22	0	36	21
Visit other prog.	41	23	47	33	39	29	26	16	42	44	29	17	0	52*	32
Admin. encourage.	44	14	27	11	22	8	8	5	25	14	12	11	0	32	18

[1]Percent of teachers responding "yes" to each type of assistance.

*Personnel categories with at least 50% responding "yes" to this type of assistance.

APPENDIX H

TABLE 18

TABLE 18

Assistance from/by Special Educators to Teach/Counsel EMR Students

Personnel Categories[1]

	Admin. (reg.-spec.)	Coun-selors	Regular Teachers											Spec. Educ.	All Prsnl.
			Art	Bus.	Home Econ.	Voc. Educ.	Lang. Arts	Math.	Music.	P.E.	Sci.	Soc. Stud.	Unif. Stud.	Teach.	
N =	27	22	15	9	18	24	35	19	12	21	17	18	2	25	
Relav. info.	81*	77*	80*	67*	94*	62*	86*	74*	92*	86*	59*	83*	100*	88*	80*
Team teaching	33	27	33	22	33	17	34	16	42	28	41	22	50*	12	28
Work w/parents	56*	45	47	11	28	17	23	10	8	33	18	17	0	40	29
Modified materials	59*	36	40	22	78*	42	34	37	17	52*	41	61*	100*	48	45
Tutor./extra activ.	48	18	33	33	78*	25	34	21	17	14	35	39	50*	64*	36
Coord. spe. activ.	48	54*	27	22	39	29	43	26	25	19	35	50*	0	36	36

[1]Percent of teachers responding "yes" to each type of assistance.

*Personnel categories with at least 50% responding "yes" to this type of assistance.

E P I L O G U E

The projected Project PRICE Inservice Training Package to be available at the end of the third project year (May 31, 1977) is presently the following:

1. TRAINER'S MANUAL. Intended only for those school district personnel responsible for preparing, conducting and monitoring the inservice workshops and the subsequent career education programs implemented in the schools. There are five sections: (1) Introduction which outlines the workshop objectives, process and format, responsibilities, planning, and other preparatory and operational considerations; (2) Group Process Guide which contains information needed by Trainers to become effective group facilitators, presentors and leaders and their specific workshop roles; (3) Workshop Guide which outlines the content of each workshop and its sessions so the Trainers can conduct standardized procedures; (4) Implementation Guide which explains and gives examples of how a career education plan can be developed and implemented in secondary schools; and an (5) Assessment Guide which provides specific procedures and measures related to conducting a needs assessment study, evaluating workshop effectiveness, evaluating the implemented career education program's effectiveness, and evaluating student competency attainment.

2. CAREER EDUCATION PROGRAM GUIDE. Description of a career education curriculum model, student competencies and sub-competencies, PRICE Competency Units (guidelines for teaching each sub-competency), and the role of various school personnel, community agencies, business and industry, and family in career education programming.

3. RESOURCE GUIDE. A listing and brief explanation of instructional materials, books, journals, agencies, organizations, and personnel that are useful for programming retarded students in career education.

4. SELF-STUDY GUIDE. A workshop participant document explaining the workshop objectives, topic areas (e.g., mental retardation, career education, teaching techniques, individualizing instruction, instructional materials and resources, etc.) worksheets, and evaluation forms. This will be referred to by participants during the workshop and as a reference source thereafter.

5. OCCUPATIONAL PREPARATION GUIDE. A comprehensive overview of vocational

education as it relates to the career education of mildly retarded students. Primarily written for vocational teachers to assist them to better assist these students in developing occupational skills. Individualizing instruction, cluster skills development, pre-vocational training, vocational assessment, cooperative work programs, and vocational service area youth clubs are covered.

6. MEDIA PACKAGE. A series of slide-tapes and transparencies used in conjunction with several inservice workshop sessions, e.g., description of Project PRICE, mental retardation, career education, interviews with educable retarded students, interviews with parents, career education plan, etc.